EL CAMINO REAL CHARTER HIGH SCHOOL

COMPREHENSIVE SCHOOL SAFETY PLAN

HOME OF ACADEMIC, ARTISTIC, AND ATHLETIC EXCELLENCE

2025-2026

WOODLAND HILLS, CA 91367

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Introduction

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

The Comprehensive School Safety Plan is available for review on the school website.

School Safety Committee

Members

The School Safety Committee meets monthly and is composed of the following members.

School Safety Committee 2025-2026	
David Hussey	Executive Director
Jason Camp	Administrative Director
Dean Bennett	Administrative Director
Officer Carpio	School Police Officer
Angel Lerma	Dean of Students
Sue Schuster	Dean of Students
Mike Vosogh	Director of Maintenance, Operations, Facilities
Dupree Fuller	Plant Manager
Ulises Duarte	Plant Manager
Audra Herrera	Teacher/Union Representative
Gabi Franco	Staff/AFSCME Representative
Vania Rodriguez	Director of Human Resources
Marissa Dominguez	Human Resources Specialist
Dora Rojas	Parent Representative
Casey Kaufman	Student Representative
Kayla Winters	Student Representative

Mission Statement

ECRCHS is committed to collaboratively assisting all stakeholders in providing a safe learning and working environment for our students and staff through the development of intervention and prevention programs. Our partnership with emergency responders, school personnel, students, parents and community organizations is key to preventing, preparing for, and responding to emergencies and recovering from crisis situations.

Vision Statement

We hold safety and health as our highest values. ECR staff are proactive when it comes to the well-being of our students and staff by exceeding expectations of accountability, integrity, preparedness and safety. Everyone is a safety role model and leader. All stakeholders must be assertive and lead by example. Proper communication among all stakeholders is an integral part of our team's success and basis for a better today and tomorrow when it comes to the safety of all at ECRCHS.

Review of 2024-2025 Goals

Component 1: People and Programs - Create a Caring and Connected School Climate		
Goal 1-1	ECR will participate in activities to create a positive and nurturing environment for our school community.	
Activity 1-1	Add student events, student accomplishments, tutoring opportunities, and other relevant (to students) information to the hallway monitors.	**Responsible Office(s)** Marketing **Timeline for Implementation** Fall 2024
Activity 1-2	We will reinstate the former "On the Spot Recognition" program. Students will receive this certification for personal growth recognized by staff members. Additionally, this program will be expanded to include periodic drawings and other incentives.	**Responsible Office(s)** PBIS Committee **Timeline for Implementation** Spring 2025
Activity 1-3	Using a variety of media, more frequently update students about the PBIS school expectations and implement a reward system for positive behaviors.	**Responsible Office(s)** PBIS Committee **Timeline for Implementation** Spring 2025

Component 2: Place - Create a Physical Environment that Communicates Respect for Learning and for Individuals		
Goal 2-1	ECR will participate in activities to clean and beautify the campus to make it more inviting for the school community.	
Activity 2-1	Community Clean-Up Days	**Responsible Office(s)** Deans Office (with Student Council) **Timeline for Implementation** Spring 2025
Activity 2-2	Continue with next phase of rebranding/remodeling/designs.	**Responsible Office(s)** Chief Operations Officer **Timeline for Implementation** Spring 2025
Goal 2-2	Increase/update school safety features.	
Activity 2-3	Install outdoor signs to buildings that indicate what building it is (ex. C Hallway).	**Responsible Office(s)** Chief Operations Officer **Timeline for Implementation** Spring 2025

Goal 1-1

- Activity 1-1: The hallway monitors primarily show a variety of videos (promotional, newscasts). One of them showcases AcaDeca's third straight national title. We still need to add more information that is of immediate importance to students (like dates of upcoming events).
- Activity 1-2: This was changed to Royal Rewards and is part of the PBIS program. Mrs. Carter is leading the way on this. All teachers received the rewards cards to recognize students. Drawings for prizes are held periodically.
- Activity 1-3: PBIS produced 2 to 3 videos about behavioral expectations featuring students and staff members.

Goal 2-1

- Activity 2-1: We had a large community cleanup day in early May. We cleaned about 8 different areas of campus and had over 200 student and staff volunteers. Breakfast and lunch were provided for the students
- Activity 2-2: This continued with interior hallway branding and classroom room number signs above the doors.

Goal 2-2

- Activity 2-3: The exterior building signs were installed in Spring 2025.

Goals for 2025-2026

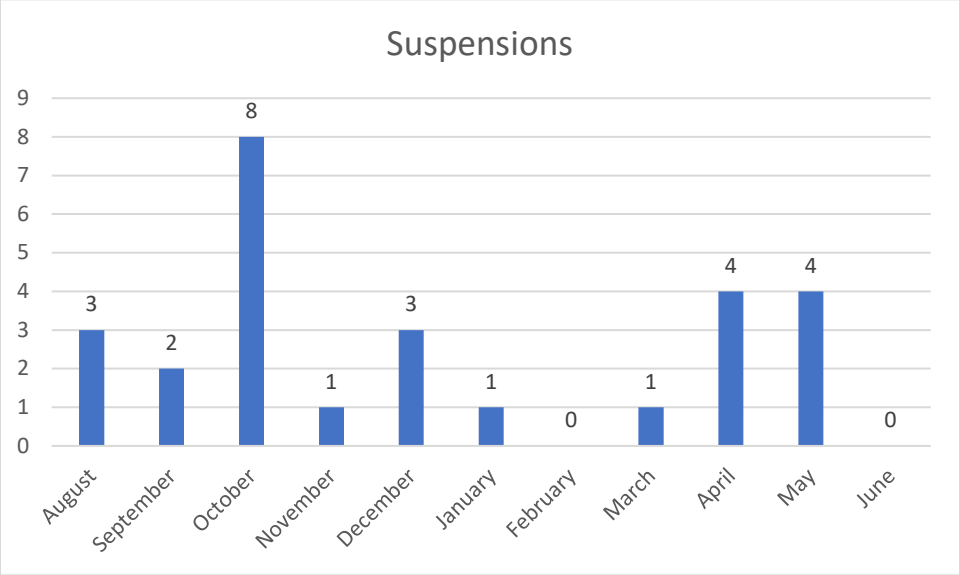
Component 1: People and Programs - Create a Caring and Connected School Climate		
Goal 1-1	ECR will participate in activities to create a positive and nurturing environment for our school community.	
Activity 1-1	Continue to add information to hallway monitors that is more relevant to daily student life like club announcements, athletic schedules, fundraiser announcements. Much of this information can be taken from the weekly newsletter.	Responsible Office(s)
		Marketing
		Timeline for Implementation
		Fall 2025
Activity 1-2	Expand the Royal Rewards program to get more student and staff buy-in.	Responsible Office(s)
		PBIS Committee
		Timeline for Implementation
		Spring 2026
Activity 1-3	Develop a Hate Speech Policy.	Responsible Office(s)
		Deans Office
		Timeline for Implementation
		Spring 2026

Component 2: Place - Create a Physical Environment that Communicates Respect for Learning and for Individuals		
Goal 2-1	ECR will participate in activities to clean and beautify the campus to make it more inviting for the school community.	
Activity 2-1	Expand the current Lunch Cleanup program so that it includes more participants.	Responsible Office(s)
		PBIS Committee
		Timeline for Implementation
		Spring 2026
Activity 2-2	Install a new Marquee in front of the school and a monument sign at one of the corners of the school.	Responsible Office(s)
		Director of Operations
		Timeline for Implementation
		Spring 2026
Goal 2-2	Increase/Update school safety features.	
Activity 2-3	Update the maps in the kiosks around campus and fix the kiosks where necessary.	Responsible Office(s)
		Director of Operations Director of Marketing
		Timeline for Implementation
		Spring 2026

Assessment of School Safety

Discipline Data

In the 2024-2025 school year, 26 students were suspended a total of 27 times. This was an average of 2.5 suspensions per month with a high of 8 suspensions in October. The most common reason for suspension (30%) was “fighting”. There were no expulsions in 2024-2025.



School Survey

In a Spring 2025 parent survey, 81% of parents agreed or strongly agreed that their child felt safe at school.

Child Abuse Reporting Procedures

California Penal Code Section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

ECRCHS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code Section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail or by a fine of One Thousand Dollars ($1,000.00), or by both that imprisonment and fine. All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Suspension and Expulsion Policies

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. Criteria of discipline is determined using Attachment 3 of the LAUSD School Climate Bill of Rights.

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

Enumerated Offenses

Discretionary Suspension Offenses: Students *may* be suspended for any of the following acts when it is determined the pupil:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force or violence upon the person of another, except self-defense.
c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property.
g. Stole or attempted to steal school property or private property.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k. Knowingly received stolen school property or private property.
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an

electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

i. A message, text, sound, or image.
ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using

the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.

Non-Discretionary Suspension Offenses: Students *must* be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.

Discretionary Expellable Offenses: Students *may* be recommended for expulsion for any of the following acts when it is determined the pupil:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force or violence upon the person of another, except self-defense.
c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property.
g. Stole or attempted to steal school property or private property.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k. Knowingly received stolen school property or private property.
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil

organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students

that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has

been transmitted on the Internet or is currently posted on the Internet.

v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.

Non-Discretionary Expellable Offenses: Students *must* be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.
b. Brandishing a knife at another person.
c. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
d. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
e. Possession of an explosive.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

In-School Suspension

For In-School suspension, the student remains on campus for the length of the suspension and receives academic support by a credentialed staff member for material related to all missed classes. Two types of In-School suspension are implemented at ECRCHS, class suspension and in-house suspension. Class suspension is when a student is suspended from a specific class; this may occur only once every five school days. In-house suspension is when a student is suspended from all of their classes. In-school suspension allows the student to be removed from the general student body but still receive academic support for their on-going classes.

Out-of-School Suspension

A student may receive an out-of-school suspension if it is determined that the student’s presence would be a danger to others at school and their removal from school is necessary.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Dean or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Dean.

The conference may be omitted if the Dean or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If, however, a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two

school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Dean or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Placement/Expulsion by the Dean or Dean's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing.

This determination will be made by the Dean or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the school has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

Suspension Appeal: If the parent wants to appeal the suspension, the parent submits an appeal to the Administrative Director. The decision of the Administrative Director will be final.

Expulsion Procedures

Authority to Expel

A student may be expelled following a hearing before an Administrative Panel following a hearing before it, and preceded by recommendation from the Dean. The Administrative Panel will consist of at least three members who are certificated employees and neither a teacher of the pupil nor a member of the ECRA Governing Board. ECRCHS's Board will appoint an Administrative Panel. The Administrative Panel may expel a student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to ECRCHS's Board, which will make the final determination.

Hearing Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Dean or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights Privacy Act ("FERPA")) unless the pupil makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the school's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

ECRCHS School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by ECRCHS's Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative

Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or Governing Board on appeal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the Charter School.

Written Notice to Expel

The Dean or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal options
4. Information about alternative placement options

The Dean or designee shall send a copy of the written notice of the decision to expel to the student's district of residence and the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

Right to Appeal

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 15 calendar days following the decision of the Administrative panel to expel, file a written appeal, requesting the Board reconsider the expulsion determination.

If appealed, the Board conducts and presides over the expulsion appeal.

The Board shall hold a hearing within twenty (20) schooldays following the filing of a formal request under this section. The Board shall render a decision within three (3) school days of the appeal hearing. The decision of the Board shall be final.

The period within which an appeal is to be filed shall be determined from the date the Administrative Panel votes to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Board within the prescribed time may not subsequently appeal a decision of the Board to revoke probation and impose the original order of expulsion.

The Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted so long as they are consistent with this section and do not violate students' due process. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The parent/guardian or the pupil shall submit a written request for a copy of the written transcripts and supporting documents, if desired, from ECRCHS simultaneously with the filing of the notice of appeal. ECRCHS shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request, unless impracticable.

Closed session

The Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or ECRCHS, the Board shall, at the same time, admit representatives from the opposing party.

Evidence admissible at hearing

The Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the Administrative Panel, together with such applicable documentation or regulations as may be ordered.

Scope of review

The review by the Board shall be limited to the following questions:

(1) Whether the Administrative Panel acted without or in excess of its jurisdiction.
(2) Whether there was a fair hearing before the Administrative Panel.
(3) Whether there was a prejudicial abuse of discretion in the hearing.
(4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

The Board may not recommend reversing the decision of the Administrative Panel to expel a pupil based upon a finding of an abuse of discretion unless the Board also determines that the abuse of discretion was prejudicial.

Decision of the Board

The decision of the Board shall be limited as follows:

(a) If the Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel, the Board may reconsider the matter and may in addition recommend the pupil reinstated pending the reconsideration.
(b) In all other cases, the Board shall either affirm or reverse the decision of the Administrative Panel. The decision of the Board will be final.

Expelled Pupils/Alternative Education

The school will provide the parent with necessary information and a list of placement options. ECRCHS shall be responsible for facilitating placement of expelled students.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

ECRCHS School shall immediately notify the LAUSD Special Education Local Plan Area ("SELPA") and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who ECRCHS or SELPA would be deemed to have knowledge that the student had a disability.

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, ECRCHS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If ECRCHS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If ECRCHS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that ECRCHS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and ECRCHS agree to a change of placement as part of the modification of the behavioral intervention plan.

If ECRCHS, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then ECRCHS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or ECRCHS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ECRCHS, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and ECRCHS agree otherwise.

ECRCHS personnel may consider any Category 1 offenses on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Dean or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated ECRCHS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if ECRCHS had knowledge that the student was disabled before the behavior occurred. ECRCHS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to ECRCHS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent has requested an evaluation of the child.
c. The child's teacher, or other ECRCHS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other ECRCHS supervisory personnel.

If ECRCHS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If ECRCHS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. If requested by parents, ECRCHS shall conduct an expedited evaluation and review student records; however, the student shall remain in the education placement determined by ECRCHS pending the results of the evaluation.

ECRCHS shall not be deemed to have knowledge that the student had a disability if the parent has refused an evaluation, refused services, or failed to inform ECRCHS that their student has an IEP, or if the student has been evaluated and determined to not be eligible.

Procedures to Notify Teachers of Dangerous Pupils

Teachers are notified through the Aeries system by an asterisk that is printed next to a student's name on teacher rosters. Teachers are able to communicate with the Deans Office for more information.

Nondiscrimination Statement

ECRCHS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); the Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The school prohibits discrimination, harassment, intimidation and bullying 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.
For the purposes of this policy, discrimination is different treatment on the basis of a protected category (listed above) in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the school.

ECRCHS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

ECRCHS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. ECRCHS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which ECRCHS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. ECRCHS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances

regarding harassment as described in this section, above, should be directed to the ECRCHS Uniform Complaint Procedures ("UCP") Compliance Officer:

Director of Human Resources
5440 Valley Circle Blvd.
Woodland Hills, CA 91367
(818) 595-7537

Sexual Harassment Policy

ECRCHS is committed to providing a working and learning environment free from sexual harassment. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. For that reason, it is a violation of state and federal laws.

Sexual harassment is defined by Education Code Section 212.5 as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Any student who believes that she or he has been a victim of sexual harassment should bring the problem to the attention of the school-site administrator or the school's Title IX/Bullying Complaint Managers (Dr. Lowry, Mrs. Larew, and Mr. Bennett) so that appropriate action may be taken to resolve the problem. The school prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Additionally, Parents and Students may refer to the ECRCHS Uniform Complaint Procedures.

Dress Code

Dress Code Philosophy:

The purpose of the ECRCHS dress code is to ensure that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase stereotypes, marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. All students are expected to dress in a professional and appropriate manner consistent with the academic environment. All students shall be required to show proper attention to personal cleanliness. The following rules and guidelines are designed to help students thoroughly understand the expectations put upon them as they prepare for college, careers, and professional life after high school as well as to nurture school pride and a focus on academics.

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students should understand that they are responsible for managing their own personal image without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as science/shop (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable, within the dress code.
- Allow students to wear clothing that expresses their self-identified gender, within the dress code.
- Allow students to wear religious attire without fear of discipline or discrimination.

- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference violence and weapons, alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress Code

The school's dress code was most recently revised in January 2020 and includes prohibitions related to gang-related apparel.

1. Students must wear a shirt with straps or sleeves with opaque fabric covering the student's front, back, sides under the arms and midriff/stomach.
   - 1.a) Strapless tops/dresses may not be worn at school, even if an undergarment is underneath the top. Tank tops are allowed.
   - 1.b) Hoodie sweatshirts are allowed but the student's full face must be visible at all times.
   - 1.c) All tops must be worn such that private parts, belly buttons, midriffs, and back areas are covered with opaque material.
   - 1.d) Tops may not reveal visible undergarment, though waistbands or straps on undergarments worn under clothes are allowed to be seen.
   - 1.e) Tops intended as an undergarment (such as bralette, sport bras and the like) must be covered by an opaque top.
   - 1.f) Swimwear, leotards or unitards may not be worn to school except as required for athletic practice or performance.
   - 1.g) Pajamas/sleepwear may not be worn except for a spirit day theme. Students may not wear a robe or a blanket while at school except for a spirit day theme.
2. Students must wear pants or the equivalent (i.e. jeans, shorts, skirts, dresses, sweatpants, yoga pants or leggings) of a reasonable length to ensure buttocks and private parts are fully covered.
   - 2.a) Ripped jeans must not allow undergarments or private parts, including any part of the butt, to be visible at any time.

2.b) Pants, or the equivalent, may not reveal/expose undergarments or private parts.

3. Students must wear shoes.
   3.a) House shoes or slippers may not be worn to school, except as part of a spirit day theme.

4. Headwear may be worn at school. This includes religious coverings.
   4.a) Hats must face straight forward or straight backwards.
   4.b) Headwear may not cover a student's face or ears, except as permitted for religious purposes.
   4.c) Headwear must not interfere with the line of sight of the student or staff.

5. Body parts that are supposed to be covered by tops or bottoms must not be exposed by movements of the body (bending over, sitting, raising of arms, walking up/down stairs, etc.).

6. No clothing may be worn that includes images or language that creates a hostile or intimidating environment based on any protected class or groups, including hate speech, profanity and/or pornography.

7. No clothing may be worn that includes images or language that depicts violence, drugs, alcohol, weapons of any kind, any illegal item or activity and/or nude/exposed bodies.

8. No clothing or jewelry may be worn or displayed that incorporates symbols or colors that can reasonably interpreted as gang-affiliated.

9. Accessories that could be considered dangerous or could be used as a weapon may not be worn at school. This includes chains, intended for a wallet, longer than 6 inches.

Students wearing clothing that violates this Dress Code may be asked to put on suitable alternative clothing. If the student does not have suitable alternative clothing, the school may, at its discretion:

- Provide the student with suitable clothing to wear the rest of the school day; or
- Have the student obtain suitable clothing from home; or
- Have the student do school work in a designated area in the Dean's office until suitable clothing is provided or until the end of the student's school day.

Procedures for Safe Ingress and Egress

The following map and information outline information for safe ingress and egress from El Camino Real Charter High School.

Student drop-off and pick-up

In the morning, students can enter campus through one of six entrances (marked with red arrows on the map). Student parking is limited and students end up parking on the streets that border the school (Mariano, Manton, Burbank, Valley Circle) and in the neighborhood on surrounding streets. Parent drop-off of students (marked with blue arrows on the map) generally occurs in the front of school on Valley Circle Blvd., in the Upper Student Parking Lot, at the Dolorosa Gate along Manton Ave, and at the Reunion Gate on Burbank Blvd.

At the end of school, students are able to exit campus through the same six entrance points they used in the morning. Parent pick-up of students also occurs at the same points as in the morning.

Campus Safety Officers are posted at all the entrance/exit points before and after school. Additionally, a Campus Safety Officer is posted at the entrance to the Staff Parking Lot to ensure that students can safely cross the entrance, that parents don't enter to drop off students, and that staff members can safely and efficiently enter the parking lot.

Student drop-off and pick-up points

Student entrance and exit points

Policies and Procedures Enacted to Maintain a Safe and Orderly Environment

General Procedures

- During the school day, the lobby is the only pedestrian entrance to the school and is manned by one or two campus safety officers
- The remaining exit doors are locked on the outside and are guarded by campus safety officers.
- Visitors must sign in at the security desk in the lobby to obtain a visitors' pass. The pass includes the visitor's driver's license picture and the license is run through a child predator background check.
- There is an average of 12 campus safety officers working during school hours. Additionally, campus safety officers are present from 6:45am to 5:00pm.
- Administration, plant managers, and the custodial staff work to maintain safe facilities conditions at all times and respond quickly to any unsafe conditions that arise.
- The school contracts with LAUSD to provide a full-time school police officer on campus.
- The school also contracts with LAUSD for maintenance needs.
- The Deans Office staff work well with the student population and uses a tiered intervention and support program to address discipline issues.
- The School Psychologists, counselors, and school-based therapists all work to meet the emotional needs of our students. The school-based therapists are on campus every day.
- The school runs a variety of emergency drills throughout the year including fire, earthquake, lock down, shelter-in-place, and drop-cover-hold.
- The school maintains emergency supplies, food, and water. Additionally, each classroom has a lockdown kit.
- Random locker searches and random classroom metal detection checks are conducted daily.
- The school's computer firewall monitors student web searches, limits their ability to reach certain sites, and notifies the technology staff if certain key words are used.
- The flowchart on the following page shows El Camino's general plan to address student needs. Teachers have access to an online intervention and referral form to ensure that students receive the help they need.

REFERRAL FLOWCHART

This flowchart outlines avenues for securing tiered support/interventions for students

To Make a Referral:

Teachers/Staff: Visit MyECR page; Click "help desk"; Complete appropriate form

Parents/Guardians: Contact the appropriate personnel based on flowchart

The most effective referral depends on the **concern**. What have you **observed**?

COUNSELOR

- Low Academic Achievement
  - Grades
  - Test Scores
- Relational Concerns
- Sudden Changes in Behavior or Grades

DEAN

- Habitual Profanity and Vulgarity
- Violence
- Threats
- Bullying
- Harassment
- Hate Speech
- Vandalism
- Theft/Robbery
- Drugs/Alcohol
- Weapons

ATTENDANCE PERSONNEL

- Chronic Absences
- Chronic Tardiness
- "No Shows" that Remain on the Roster

INTERVENTION TEAM

- Behavior to the Left but:
  - Previous Referrals were Made
  - Student may Benefit from Help Geared to a Specific Subgroup

STU. SUPPORT SERVICES

- Behavior to the Left but:
  - Student has an IEP and may Benefit from Support from Case Carrier, Psych., or Change in Services

NURSE

- Injury
- Poor Hygiene
- Concerns regarding:
  - Eye Sight
  - Hearing
  - Medical Needs

Reminders:

- For a medical emergency, please first dial 911
- If student reports abuse or neglect to a staff member, that staff member is the mandated reporter (1-800-540-4000)
- If a student discloses the intent to harm self or others - escort student to counseling office or call office and someone will escort the student (do not leave/send the student alone; do not release the student and then request help)
- Families - if there is a concern in a specific class, please contact the teacher of that class as a first step
- Teachers - please refer to the behavior management guide for teacher managed behaviors and strategies
- A referral triggers a ticket

Visitors to Campus Policy

All campus visitors must have the consent and approval of the Executive Director/designee. Children who are not enrolled at the school are not to be on the campus unless prior approval of the Executive Director has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. Absent exigent circumstances, parents wishing to visit their child's classroom are required to make prior arrangements with the teacher at least 24 hours in advance. All visitors must check in at the Front Desk and obtain a visitor's pass. Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

Bullying and Hazing Policy

ECRCHS is committed to providing a safe and civil learning and working environment. The school takes a strong position against bullying, hazing, or any behavior that infringes on the safety and well-being of students and/or employees, or interferes with learning or teaching. The school prohibits retaliatory behavior against anyone who files a complaint or who participates in the complaint investigation process. The policy applies to all other persons within the school's jurisdiction.

Bullying is defined as the deliberate antagonistic action or creation of a situation with the intent of inflicting emotional, physical, or psychological distress. The behavior may be a single or repeated act and may be electronic, direct, indirect, non-verbal, psychological, sexual, social, physical or verbal.

Cyber bullying is conducted via electronic communication technology (e.g., texts, e-mails, blogs, postings) and meets the impact of bullying (see above). A person who engages in cyber bullying at school or school-related activities and events is subject to disciplinary action even if the bullying occurred on a personal electronic device. Cyber bullying that occurs off-campus but compromises the safety or instructional environment of the school may fall under school jurisdiction.

Hazing is any method of initiation, pre-initiation, or rite of passage associated with actual or desired membership in a student organization or student body, whether or not it is officially recognized by the educational institution.

Administrators and staff are responsible for creating an environment where the school community understands that bullying is inappropriate and will not be tolerated. Students also take responsibility for helping to create a safe environment: do not engage in or contribute to bullying behaviors, actions, or words. Treat everyone with respect. Be sensitive as to how others might perceive your actions or words. Never engage in retaliatory behavior or ask for, encourage, or consent to anyone's taking retaliatory actions on your behalf. Report bullying behavior to a trusted adult.

The school's Title IX / Bullying Complaint managers are: Vania Rodriguez, Director of Human Resources; Emilie Larew, Administrative Director; and Dean Bennett, Administrative Director.

Canine Search Program

Periodically, specially trained dogs visit the campus to detect the presence of drugs in lockers and classrooms.

School officials, including campus security or school police/resource officers, may use trained detection dogs in inspections for illegal, unauthorized or contraband materials in school facilities and around school grounds. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the reliability and accuracy in sniffing out contraband. Trained detection dogs may sniff lockers, student use areas, and other inanimate objects throughout school property. Such inspections are not considered searches and do not require reasonable suspicion.
An indication by the dog that illegal, unauthorized or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the area or other inanimate object and closed containers and objects within, without securing the consent of the student.

Surveillance Cameras

For student and staff protection, certain areas of the school campus are subject to surveillance by security cameras.

Volunteer Policy

All El Camino Real Charter High School volunteers must go through a screening process for the safety of students and volunteers alike. This process includes

- Obtaining a LiveScan fingerprint scan
- Completing a Tuberculosis Risk Assessment Questionnaire
- Completing online trainings in Child Abuse and Neglect Reporting and Bloodborne Pathogens
- Signing a Confidentiality Agreement

Suicide Prevention Policy

The Board of Directors of El Camino Real Alliance dba El Camino Real Charter High School ("ECRCHS") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code Section 215, this policy has been developed in consultation with ECRCHS and community stakeholders, ECRCHS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating ECRCHS's strategies for suicide prevention and intervention. ECRCHS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, ECRCHS shall appoint a team to serve as the suicide prevention liaison for ECRCHS. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

1. Staff Development

ECRCHS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all School staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

a. Training
   i. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., School counselors, School psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

   ii. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
   iii. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
      - Suicide risk factors, warning signs, and protective factors;
      - How to talk with a student about thoughts of suicide;

- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.

iv. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.

v. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.

vi. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify School climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

vii. Information regarding groups of students judged by ECRCHS, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- Youth affected by suicide;
- Youth with a history of suicide ideation or attempts;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences.

b. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

i. The impact of traumatic stress on emotional and mental health;

ii. Common misconceptions about suicide;

iii. School and community suicide prevention resources;

iv. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);

v. The factors associated with suicide (risk factors, warning signs, protective factors);

vi. How to identify youth who may be at risk of suicide;

vii. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on ECRCHS guidelines)

how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on ECRCHS guidelines;

viii. ECRCHS-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

ix. ECRCHS-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);

x. Responding after a suicide occurs (suicide postvention);

xi. Resources regarding youth suicide prevention;

xii. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;

xiii. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

2. Employee Qualifications and Scope of Services

Employees of ECRCHS must act only within the authorization and scope of their credential or license. While it is expected that School professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

3. Parents, Guardians, and Caregivers Participation and Education

a. Parents/guardians/caregivers may be included in suicide prevention efforts.
   i. At a minimum, ECRCHS shall share this policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

b. This suicide prevention policy shall be prominently displayed on the ECRCHS Web page and included in the parent handbook.

c. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
   i. Suicide risk factors, warning signs, and protective factors;
   ii. How to talk with a student about thoughts of suicide;
   iii. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student

judged to be at risk for suicide and referral for an immediate suicide risk assessment.

4. Student Participation and Education

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive School climate that enhances students' feelings of connectedness with ECRCHS and is characterized by caring staff and harmonious interrelationships among students.

ECRCHS's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

ECRCHS's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding ECRCHS's suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education may be incorporated into classroom curricula (e.g., health classes, science, and physical education).

ECRCHS shall support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide.

5. Intervention and Emergency Procedures

ECRCHS designates the following School personnel to act as the suicide prevention liaisons:

- Primary Suicide Prevention Liaison: Jessica Friedman, School Psychologist, Student Support Services, (818) 595-8001, j.friedman@ecrchs.net.
- Secondary Suicide Prevention Liaison: Gayane Mgshyan, School Psychologist, Student Support Services, (818) 595-8008, m.mgshyan@ecrchs.net.
- Alternative Suicide Prevention Liaison: Peggy Valentine, School Nurse, Health Office, (818) 595-7569, a.ghassemi@ecrchs.net.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian/caregiver as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at ECRCHS or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

a. Ensure the student's physical safety by one of the following, as appropriate:
    i. Securing immediate medical treatment if a suicide attempt has occurred;
    ii. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
    iii. Keeping the student under continuous adult supervision until the parent/guardian/caregiver and/or appropriate support agent or agency can be contacted and has the opportunity to intervene;

iv. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
v. Moving all other students out of the immediate area;
vi. Not sending the student away or leaving him/her alone, even to go to the restroom;
vii. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
viii. Promising privacy and help, but not promising confidentiality.

b. Document the incident in writing as soon as feasible.
c. Follow up with the parent/guardian/caregiver and student in a timely manner to provide referrals to appropriate services as needed.
d. After a referral is made, ECRCHS shall verify with the parent/guardian/caregiver that the follow up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student. If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent/guardian/caregiver to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, ECRCHS may contact Child Protective Services.
e. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at ECRCHS.
f. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the ECRCHS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in ECRCHS's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian/caregiver about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians/caregivers, and staff with information, counseling, and/or referrals to community agencies as needed. ECRCHS staff may receive assistance from ECRCHS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the ECRCHS campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

a. Contact the parent/guardian/caregiver and offer support to the family;
b. Discuss with the family how they would like ECRCHS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
c. Obtain permission from the parent/guardian/caregiver to share information to ensure the facts regarding the crisis are correct;
d. The suicide prevention liaisons shall handle any media requests;
e. Provide care and determine appropriate support to affected students;
f. Offer to the student and parent/guardian steps for re-integration to School. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

6. Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in ECRCHS activities to notify a teacher, the Executive Director, another ECRCHS administrator, School psychologist, School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. ECRCHS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian/caregiver, about additional resources to support the student.

7. Responding After a Suicide Death (Postvention)

A death by suicide in the School community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. ECRCHS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

a. Coordinate with the Executive Director to:
    i. Confirm death and cause;

ii. Identify a staff member to contact deceased's family (within 24 hours);
iii. Enact the Suicide Postvention Response;
iv. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

b. Coordinate an all-staff meeting, to include:
   i. Notification (if not already conducted) to staff about suicide death;
   ii. Emotional support and resources available to staff;
   iii. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
   iv. Share information that is relevant and that which the suicide prevention liaison has permission to disclose.

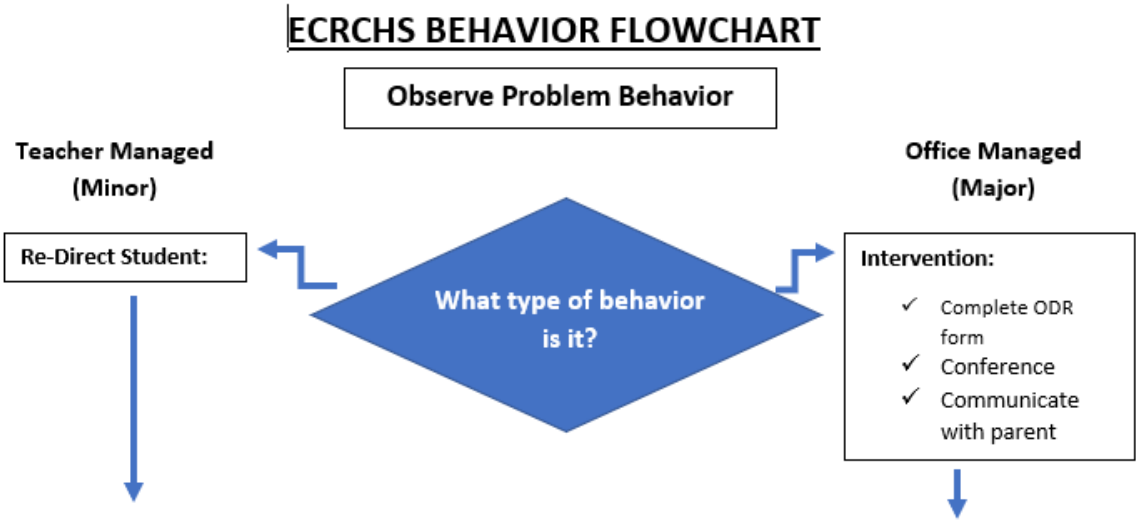
c. Prepare staff to respond to needs of students regarding the following:
   i. Review of protocols for referring students for support/assessment;
   ii. Talking points for staff to notify students;
   iii. Resources available to students (on and off campus).

d. Identify students significantly affected by suicide death and other students at risk of imitative behavior;

e. Identify students affected by suicide death but not at risk of imitative behavior;
   i. Communicate with the larger school community about the suicide death;
   ii. Consider funeral arrangements for family and School community;
   iii. Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
   iv. Identify media spokesperson if needed.
   v. Include long-term suicide postvention responses:
      - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed;
      - Support siblings, close friends, teachers, and/or students of deceased;
      - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Rules and Procedures on School Discipline

The following flowchart shows the general pathway that teachers and the Deans use when dealing with behavioral issues.



Intervention:	Teacher Managed (Minor)	Office Managed (Major)	Administrative Response:
✓ Re-teach Appropriate behavior/verbal reflection ✓ Document minor ✓ Appropriate Intervention	• Disrespectful • Defiance (Minor) • Inappropriate language not directed at staff • Dishonesty (Minor) • Cheating • Plagiarism • Attendance (Minor) • Leaves class early • Unprepared for class/materials • Disruptive • Unsafe • Non-Compliance • Refer Dress Code Infraction • Excessive talking	• Fighting • Aggression • Bullying • Harassment • Drug/Alcohol • Weapons • Theft • Sexual Harassment • Verbally Abusive • Defiance of Authority • Safety Concern • Electronic Devices (severe) • Dress Code • Unsafe Behavior • Forgery • Defacing school property	✓ Administrator investigates written report ✓ Student Record is consulted ✓ Administrator determines Intervention ✓ Administrative Staff provides feedback to staff member

ECRCHS uses a progressive discipline policy with positive behavioral interventions. That policy is outlined in the School Climate Bill of Rights.

School Climate Bill of Rights

El Camino Real Charter High School is committed to ensuring a safe, healthy, and positive school environment. ECRCHS has developed fair and consistent progressive discipline policies based on positive behavior interventions.

The ECRCHS community values a rigorous education focused on providing opportunities to select college or career paths. The School Climate Bill of Rights promotes a school with an environment focused on safety, learning, student well-being and community interaction.

- School-Wide Positive Behavior Intervention and Support:
  ECRCHS will implement alternatives to suspensions along with positive behavior intervention. Appropriate prevention and intervention approaches provide accountability and rehabilitation for discipline incident. See below for more information regarding ECRCHS' intervention strategies.

- Alternatives to suspension and positive behavior interventions and supports:
  Alternatives to suspensions strategies will be utilized for all students prior to suspensions except those limited offenses where suspension is required pursuant to the ECRCHS suspension and expulsion policy. See below for more information regarding ECRCHS' intervention strategies.

- School discipline and School based-arrest and citation data available for viewing upon request.

- Restorative Justice Approach to resolve student conflict: See below for more information regarding ECRCHS' intervention strategies.

- School-Wide Task Force:
  School Site Council will include administrator, teacher, student, parent and classified member. This council will make recommendations to the Discipline staff for implementing positive approaches to working with students, staff and parents/guardians.

- School Police on campus roles and responsibilities:

Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation, and the juvenile and criminal court system, to the greatest extent as possible and when legally feasible.

- A system to file a formal complaint if the School-Wide Positive Behavior Intervention and Support is not implemented: one Administrative Director is assigned for all School formal complaints. Please see the Main Office for the form.

Interventions

We have implemented many of the Tier I and Tier II interventions mentioned in LAUSD Bulletin 6231.0.

These interventions include the following:

- Parent/Student Conferences
- Conflict Resolutions led by the Deans
- Individual Counseling
- Alternative Programming (changing teacher/class)
- Referral to SST
- Referral to COST
- Behavioral Contracts
- Threat Assessment
- Referral to Peer Active Listener group (PALs)
- Campus Beautification
- Restitution
- Referral to drug education/counseling (Tarzana Treatment Center meetings on our campus)

Alternatives to Suspension

Our alternatives to suspension include the following:

- Conflict Resolutions led by the Deans
- Individual Counseling
- Behavioral Contracts
- Campus Beautification
- Referral to drug education/counseling (Tarzana Treatment Center meetings on our campus)
- "In House" Class Suspensions with appropriate curricular materials provided to the student

- Online Social Emotional Learning (SEL) and behavior intervention program

Schoolwide Positive Behavior Support System

Incentives

- Good attendance qualifies juniors and seniors for lunch passes
- Good attendance and a good disciplinary record qualifies students for Prom
- Elco's Best program to recognize and reward students who are exhibiting positive behaviors.
- Certificates issued for good behavior through the Administrative Director's Office.
- The Flex Program also uses the following incentives:
  - Periodic assemblies celebrating attendance, academics, and citizenship

Positive Behavior Supports

- Two full time Dean of Students
- Attendance Coordinator
- Intervention Coordinators
- School-based therapists
- Two school psychologists
- Tarzana Hospital Drug Treatment Group
- Family counseling referrals
- Anxiety disorder counseling group
- Counselors
- Tarzana Mental Health Services will be on campus to work with Families and students who are on Medi-Care
- Student support groups
- Formal and informal follow-up communications
- La Familia and Black Student Union
- 80+ clubs

Hate Crime Reporting Procedures

These procedures are covered in the previously mentioned suspension and nondiscrimination policies. These incidents are dealt with using suspension/expulsion procedures and/or Uniform Complaint Procedures.

Emergency Communication

During an actual emergency situation, the School will notify all appropriate agencies including, but not limited to, LAUSD on-campus school police officer, LAPD, LAFD, and LAUSD Charter Schools Division.

Communication with teachers (and students) in a classroom will occur via the P.A. system, School website, phone system, and the School's social media accounts on Facebook (www.fb.com/ecrchs), Twitter (@ECRCHS), and Instagram (@ECRCHS).

Communication with parents will occur via the School website, automated phone system, and the School's social media accounts on Facebook (www.fb.com/ecrchs), Twitter (@ECRCHS), and Instagram (@ECRCHS).

Use of School Facilities in an Emergency

The School shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The School shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

Emergency Drill Procedures

Emergency drills are conducted to train El Camino students and staff in required procedures for various emergency situations.

Types of Drills

The following drills are conducted at School:

1. Fire;
2. Lockdown;
3. Earthquake;
4. Shelter in Place;
5. Drop, Cover, Hold.

Teachers should discuss the following procedures with their classes (and specific procedures for his/her classroom) during each of the drills. It is very important that the purpose, signals, and procedures for each drill be thoroughly understood by all students and staff.

1. **Fire Drill**
    a. Purpose
        i. Students and staff practice evacuation procedures that they would utilize in the event of a fire in, or near, a classroom.
    b. Signal
        i. Fire Alarm – Fire alarm bell will ring and strobe lights will flash.
    c. Procedure for Classroom Evacuation
        i. Students must walk out of their classrooms in an orderly manner and should take their backpacks with them.
        ii. Teachers must close classroom doors.
        iii. Teachers are to carry the Emergency Pack with them as they escort their classes to their assigned areas in the stadium.
        iv. Upon arriving at their assigned areas, teachers should take attendance and fill out the Student Roll Call Form.
        v. The Student Roll Call Form will either be collected by an administrator or will be sent up to the PA booth in the stadium. Mr. Dhillon will give specific instructions.
        vi. Students must be responsible and listen for their names. Talking must be kept to a minimum.
        vii. Classes are to remain at their assigned areas until the “all clear” is issued.

viii. The “all clear” announcement will be made over the stadium and school P.A. systems.
ix. At this time, teachers and students will follow the schedule for the day.

2. Lockdown Drill

a. Purpose
   i. Students and staff practice procedures to take in an emergency situation where it would be unsafe to be out of the classroom (e.g. active shooter or other dangerous situation on campus).
b. Signal
   i. Administrator announces lockdown drill over the P.A. system.
c. Procedure
   i. Teachers and instructional staff turn off the lights and ensure that doors are securely locked.
   ii. Teacher shall instruct all students to stay off cell phones and turn ringers off.
   iii. Students must move to the most protected areas of the room.
   iv. Students should be instructed to face away from all windows and openings and to keep their backs toward windows and furniture that may contain glass.
   v. Where appropriate, teachers will direct students to take cover in a protective position (i.e. drop and cover).
   vi. Students who are outside when the alert is given must move inside to the nearest safe location.
   vii. All students and school personnel shall remain inside a room or shelter area until further instructions are given.
d. Additional Information
   i. The drill will not be a “high intensity” drill as defined by the Ed Code.
      1. The school will not mimic an actual shooter or armed assailant.
      2. The school will not use theatrical makeup or other materials to imitate injuries.
      3. There will no simulations that instruct students to actively resist an assailant
   ii. The school will not use real weapons, gunfire blanks, or explosions.
   iii. The drill will be trauma-informed and will be developed with input of various school personnel, including school-based mental health professionals.

iv. The drill will use age and developmentally appropriate content and terminology.
v. The school will notify all parents/guardians in advance that a drill be taking place and of the expected length of the drill. The school will also notify parents/guardians after the drill has concluded.
vi. Parents/guardians will be given an opportunity to opt their child or children out of the drill.
vii. The school will notify teachers, administrators, and other school personnel in advance that a drill will be taking place and the expected length of the drill.
viii. The school will make an announcement to students and staff immediately before the start of the drill and immediately after the drill has concluded.
ix. The school will provide contact information for school and community-based resources, including local organizations focused on reducing gun violence and mental health counseling to parents/guardians, students, and staff.

3. Earthquake Drill

a. Purpose
   i. Students and staff practice procedures to take during, and immediately after, an earthquake, including drop/cover/hold, evacuation, and search and rescue.
b. Signal
   ii. Teachers give command to drop.
c. Procedure
   iii. In the classroom:
      1. Students drop under desks, tables, etc., where available with their backs to the windows.
      2. Students should hold on to the leg(s) of the desk or table that they are under.
      3. Students stay in the drop position until the teacher gives all clear, evacuation orders are given over the P.A. system, or the all clear alarm is sounded.
   iv. Outside the classroom:
      1. Look for protection (bench, table, planter).
      2. Crouch or lie down behind protection.
      3. Should there be no protective area (only in an open space area), drop to the ground, curl up with our back to any

building or blast, cover your head with your hands, and keep your eyes closed tightly.

v. Signal for Evacuation:
    1. The evacuation signal will be a long continuous bell. All students and staff must evacuate to the stadium and may not return to the classroom until directed to do so by the site administrator.

vi. Procedure for Evacuation:
    1. Students must walk out of their classrooms in an orderly manner and should take their backpacks with them.
    2. Teachers must close classroom doors.
    3. Teachers are to carry the Emergency Pack with them as they escort their classes to their assigned areas in the stadium.
    4. Upon arriving at their assigned areas, teachers should take attendance and fill out the Student Roll Call Form.
    5. The Student Roll Call Form will either be collected by an administrator or will be sent up to the PA booth in the stadium. Mr. Dhillon will give specific instructions.
    6. Students must be responsible and listen for their names. Talking must be kept to a minimum.
    7. Classes are to remain at their assigned areas until the “all clear” is issued.
    8. The “all clear” announcement will be made over the stadium and school P.A. systems.
    9. At this time, teachers and students will follow the schedule for the day.

4. Shelter in Place Drill

a. Purpose
    i. In this drill, which is similar to a lockdown, students and staff practice the steps they would take if an unsafe condition exists outside the classroom/building. This situation would primarily be related to air quality such as a release of a toxic gas in the general area of the school.

b. Signal
    i. Administrator announces Shelter in Place drill over the P.A. system.

c. Procedure

i. All students and School personnel shall remain inside a room or inside shelter area until further instructions are given.
ii. Students who are outside when the alert is given must move inside to the nearest safe location.
iii. Custodians will practice turning off air handling units.
iv. Additional Information for a real Shelter in Place situation
    1. All air handling units will be turned off to prevent unsafe air from entering the building.
    2. Teachers should tape up the door jams (with the door closed) and stuff towels (or something similar) under the door. Also, tape off any other area where air could enter the room.

5. **Drop/Cover/Hold Drill**.
    a. Purpose
        i. This drill prepares students and staff for what to do during the onset of an earthquake. This is different from the larger Earthquake Drill in that is does not involve evacuating students.
    b. Signal
        i. Teacher announces the Drop/Cover/Hold Drill to the class.
    c. Procedure
        i. Students drop under desks, tables, etc., where available with their backs to the windows.
        ii. Students should hold on to the leg(s) of the desk or table that they are under.
        iii. Students stay in the drop position until the teacher gives all clear.

Emergency Operations Plan (2025-2026)

The Emergency Operations Plan describes the various emergency response teams that would be activated during, or following, an emergency.

School Safety Committee

Members
David Hussey, Executive Director; Dean Bennett, Jason Camp, Administrative Directors; School Police Officer Carpio; Angel Lerma and Sue Schuster, Deans; Mike Vosogh, Director of Maintenance, Operations, and Facilities; Dupree Fuller and Ulises Duarte, Plant Managers; Audra Herrera, UTLA Representative; Gabi Franco, AFSCME Representative; Vania Rodriguez and Marissa Dominguez, HR Representatives; Dora Rojas, Parent Representative; Kayla Winters and Casey Kaufman Student Representatives

Responsibilities
Meets regularly as necessary throughout the school year to:

- ➢ Develop safety and emergency policies;
- ➢ Ensure that proper safety procedures are observed;
- ➢ Ensure that hazard mitigation strategies are implemented;
- ➢ Coordinate needs of all site users (e.g. permit groups);
- ➢ Conduct a community hazard assessment within a one-half mile radius of the school. For assistance, contact your local fire station. ***The identifiable hazards within a one-half mile radius are:*** None per Fire Station 105 (Fallbrook/Victory);
- ➢ Develop an evacuation plan to another school or large park. It is advisable for the plan to include the evacuation site location and access routes. Parents should know where they can be reunited with their children. If possible, avoid bridge overpasses and underpasses on access routes. ***The evacuation plan is***: Exit ECR – Assemble along Burbank Blvd.; proceed east on Burbank Blvd. (becomes Platt Ave.) two blocks to Hatteras St.; cross Platt Ave. and proceed to Hale Middle School athletic field;
- ➢ Develop the "School Information Map" with the following information and locations:
    - Student/staff assembly areas
    - Emergency student/staff evacuation routes
    - Incident command center
    - Search and rescue routes

- Utility shut-off locations
- Fire hoses and extinguishers
- First aid kits and emergency supplies
- First aid center
- Temporary morgue
- Cafeteria or warming kitchen
- Hazardous materials storage areas
- Emergency toilet facilities.

Incident Command Center (ICC) Team

Location and Members

- ➢ Location: Main Office and Outdoor Stage.
- ➢ Team Leaders: David Hussey, Dean Bennett
- ➢ First Assistant: Flor Zuniga.
- ➢ Second Assistant: Val Kincaid.
- ➢ Media Representative: David Hussey.
- ➢ Additional Members: Fernando Delgado, Janneyra Verduzco, Stephanie Avila, Ryan Guinto, Mike Vosogh
- ➢ Emergency Communications Systems Operators: Radio communication, phone messages, website updates, social media updates; Stephanie Avila, Ricardo Covarrubias .

Responsibilities

- ➢ Implement and coordinate emergency response.
- ➢ Account for the presence of all students and staff.
- ➢ Control internal site communications.
- ➢ Communicate school site conditions to charter office.
- ➢ Prepare reports (as needed) for charter office.
- ➢ Coordinate external communications with media.

Supplies and Equipment

Personal emergency supplies, hand-held radios, portable PA, and the following:
1) Battery-Operated AM Radio, 2) Staff Roster/Room Numbers, 3) Student Rosters, 4) Emergency Operations Plan, 5) School Information Map (1-5 in earthquake bin).

Emergency First Aid Team (near Outdoor Stage)

Members

- ➢ Leader: Peggy Valentine, School Nurse
- ➢ Staff: Melissa Linares, Health Office Assistant (LVN); Ana Cervantes and Leana Martinez, Student Support; Liav Paz, Athletic Trainer; teachers with first aid training and 3 ROTC cadets.

Responsibilities

- ➢ Ensure that first aid supplies and Student Emergency Information Cards are at the First Aid Center.
- ➢ Coordinate medical efforts with Search and Rescue Teams.
- ➢ Determine need for medical assistance.
- ➢ Administer first aid; record types of injuries and first aid provided.

Supplies and Equipment

Personal emergency supplies, triage tags, hand-held radios, blankets, wheelchairs, first aid supplies, etc. – and the following: 1) First Aid Roster, 2) Student Medical Records, 3) Emergency Operations Plan, and 4) Stretchers (in earthquake bin).

Psychological First Aid Team (near Outdoor stage)

Members

- ➢ Leader: Jessica Friedman and Gayane Mgshyan, School Psychologists.
- ➢ School-Based Therapists: Rimmpi Rai

Responsibilities

- ➢ Mitigate emotional trauma and request other counselors for assistance.
- ➢ Establish a “buddy” system for staff and students that will encourage positive interaction.

Supplies and Equipment

Personal emergency supplies – and the following: 1) Emergency Operations Plan, 2) Psychological First Aid Team Forms.

Search and Rescue Teams

Team 1

Leader:	Ron Flaherty
Staff:	Yuriy Pechenyy
	Angel Rios
Location:	Middle A, B, C Halls

Team 2

Leader:	Ron Flaherty
Staff:	Mary Christiansen
	Jeremiah Crown
Location:	Upper A, B, C Halls

Team 3

Leader:	Ron Flaherty
Staff:	Justin Graham
	Justin Adams
Location:	Lower B, C Halls

Team 4

Leader	Ron Flaherty
Staff	Richard Russell
	Colson Phillip
Location	H Building, Gym

Team 5

Leader:	Ron Flaherty
Staff :	Evan Coleman
	Lynsey Shano
Location:	S Building, Z Bungalows, Flex Program

Team 6

Leader:	Ron Flaherty
Staff:	Jesus Contreras
	Steve Perry
Location:	T Bungalows

Team 7

Leader:	Ron Flaherty
Staff:	Chris Valencia
	Angel Lerma
Location:	Anderson Hall, Student Store, Cafeteria, D Hall

Jason Camp, Search and Rescue Coordinator: All S & R teams assemble at Earthquake bin (located on the visitor side of the football field) to receive back pack prior to search.

Responsibilities

- Conduct pre-established search and rescue patterns. Check each office, classroom, storage room, auditorium, etc.
- Follow established search and rescue procedures before and after locating victims.
- Mark door “X” if no victims remain in classroom.

Supplies and Equipment
Personal emergency supplies, master keys, hand-held radios, bolt cutters, shovels, ropes, gloves, goggles, flashlights, triage tags, first aid kits, etc. – and the following: 1) School Information Map, 2) Emergency Operations Plan.

Security Team

Members

- Leader: Officer Carpio, School Police Officer; Jason Camp, Administrative Director.
- Staff: All Campus Safety Officers

Responsibilities

- Lock all external gates and doors, secure school and report to the outdoor stage.
- Post signs as needed.
- Direct first responders to area of need.
- Direct parents to Request Gate / Reunion Gate.

Supplies and Equipment
Personal emergency supplies, master keys, hand-held radios, etc. – and the following: 1) Emergency Operations Plan, 2) School Information Map.

Fire Suppression Team

Members

- Leaders: Mike Vosogh; Director of Maintenance, Operations, and Facilities, Dupree Fuller, Ulises Duarte; Plant Managers
- Staff: Custodial Staff

Team No. 1
Leader: Dupree Fuller, Ulises Duarte
Staff: Danny Huerta

Team No. 2
Leader: Dupree Fuller, Ulises Duarte
Staff: Victor Garay, Yupi Hsieh

Responsibilities

- ➢ Ensure that fire suppression personnel know how to use fire extinguisher.
- ➢ Conduct sweep to determine location of fire(s).
- ➢ Follow appropriate fire suppression techniques.

Supplies and Equipment

Personal emergency supplies, hand-held radios, fire extinguishers, hoses, water bib keys, gloves, fire blankets, etc. – and the following: 1) Emergency Operations Plan, 2) School Information Map.

Hazardous Materials Assessment Team

Members

- ➢ Leaders: Mike Vosogh; Director of Maintenance, Operations, and Facilities, Dupree Fuller, Ulises Duarte; Plant Managers
- ➢ Staff: Mark Sakaguchi, Jake Lin, Sukhbir Dhillon

Responsibilities

- ➢ The Environmental Health and Safety Branch are available to assist the team leader.

Supplies and Equipment

Neutralizing agents, spill containment materials, hand-held radios, personal protective equipment, etc. – and the following: 1) Safety Data Sheets, 2) Emergency Operations Plan, 3) School Information Map.

Utilities/Resource Management Team

Members

- ➢ Leader: Mike Vosogh; Director of Maintenance, Operations, and Facilities, Dupree Fuller, Ulises Duarte; Plant Managers
- ➢ Cafeteria Manager: Brandy Tomlin
- ➢ Staff: Dupree Fuller, Ulises Duarte, Danny Huerta, Victor Garay, Yupi Hsieh, Shahan Markarian, Christopher McGrady

Responsibilities

- ➢ Check utilities and take action to minimize damage to school site.
- ➢ Assess damage to school site and report findings to Incident Command Center.
- ➢ Distribute resources for immediate use (water, food, power, radios, telephones, and sanitary
- ➢ supplies).
- ➢ Establish morgue area if needed.

- ➢ Establish restroom facilities when requested.

Supplies and Equipment
Personal emergency supplies, hand-held radios, utility shutoff tools, etc. – and the following: 1) Emergency Operations Plan, 2) School Information Map.

Emergency Assembly Area Team

Members

- ➢ Leader: Emilie Larew, Administrative Director
- ➢ Staff: Steve Roe, Judith Paez, Sue Schuster, Tara Hopkins, Rosie Castaneda, Marissa Dominguez, and all teachers on a Conference period.

Responsibilities

- ➢ Ensure that entrances to the Emergency Assembly Area are clear and safe.
- ➢ Assist evacuation of classes to Emergency Assembly Area stations; keep all doorways, hallways, and stairwells clear and safe.
- ➢ Take roll and report class/group status to Incident Command Center.
- ➢ Implement “buddy” system with neighboring teachers/staff.
- ➢ Evacuate classrooms/buildings using predetermined routes to Emergency Assembly Area stations.
- ➢ Direct ROTC student “runners” to the designated location stated on the summons.
- ➢ Supervise and reassure students throughout the duration of the emergency.
- ➢ Conduct recreational and educational activities to maintain order and keep students calm.
- ➢ Provide water to help calm students.

Supplies and Equipment
Personal emergency supplies, hand-held radios, portable PA etc. – and the following: 1) Emergency Operations Plan, 2) Teacher/Staff Emergency Assembly Area Location Information.

Parent/Student Request Gate Team

Members

- Leader: Juan Alba.
- *Staff @ Main Gate (front entrance):* One Safety Officer, 15 ROTC Cadets.
- *Staff @ Request Gate (softball field):* Stephanie Bero, Marta Franco, Juliana Murguia, Alicia Benites, David Lee.

Responsibilities

- *Main Gate staff* (or posted signs) - direct parents/guardians/designees to Request Gate.
- *Request Gate staff* – Do not allow parents/guardians/designees to enter school.
- Refer to Student Emergency Information Cards for rooms and Emergency Assembly Area locations when given students' names.
- Keep records of students being summoned (place a mark on Emergency Card, Roster, etc.).
- Dispatch student messenger(s) to Emergency Assembly Area with summons to check in at Command Center.

Supplies and Equipment

Personal emergency supplies, hand-held radios, Student Emergency Information Cards, class roster computer printouts, record-keeping material, etc. – and the following:

1) Emergency Assembly Area Stations Map (teacher/student locations), 2) Faculty/Staff Roster, 3) Emergency Operations Plan, 5) Log Forms (parent and student name).

Parent/Guardian Reunion Gate Team

Members

- Leader: Minita Clark.
- *Staff @ Reunion Gate (tennis courts):* Sylvia Yi, Xenia Paniagua, Roxana Reyes, Doug Coleman, one Safety Officer, 2 ROTC cadets.

Responsibilities

- Do not allow parents to enter.
- Reunite minor students with parents/guardians/designees.
- Confirm that minor students recognize authorized adults.
- Require the adults' signatures, dates, and times of release.

Supplies and Equipment
Personal emergency supplies, hand-held radios, record-keeping material, etc. – and the following: 1) Emergency Operations Plan, 5) Log Forms (parent, student name and location taken).

Threat Assessment Team

The Threat Assessment Team consists of administrators, the school police officer, Deans, School psychologists, School nurse, and plant managers. All or part of the team can be used to detect a threat involving security, mental health, natural or manmade disaster, or other threat to the safety of the School.

Threat Assessment Team Members 2025-2026	
David Hussey	Executive Director
Officer Carpio	School Police Officer
Jason Camp	Administrative Director
Emilie Larew	Administrative Director
Peggy Valentine	School Nurse
Jessica Friedman	School Psychologist
Gayane Mgshyan	School Psychologist
Rimmpi Rai	School-Based Therapist
Angel Lerma	Dean of Students
Sue Schuster	Dean of Students
Dupree Fuller	Plant Manager
Ulises Duarte	Plant Manager
Academic Counselors as needed	

Suicide/Threat Prevention Liaisons (STPLs)

Suicide/Threat Prevention Liaisons (STPLs) 2025-2026	
Juan Alba	Administrative Director
Jessica Friedman	School Psychologist
Gayane Mgshyan	School Psychologist
Rimmpi Rai	School-Based Therapist
Stephanie Bero	School Counselor

Foundational Emergency Procedures

The following procedures are commonly used in the response protocols to specific threats and hazards.

All Clear

This action is taken to notify staff and students that normal school operations can resume.

All Clear Procedures

1. The Incident Commander (Executive Director) will make an announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions.
2. The Incident Commander will convene the School Psychological First Aid Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to District offices and parents.
4. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Drop, Cover, and Hold

This action is taken to protect students and staff from flying or falling debris and is commonly used during an earthquake or explosion.

Drop, Cover, Hold Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will make an announcement on the PA system. If the PA system is not available, the Executive Director will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control, and give clear directions
2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.
5. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and

shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.

6. The Incident Commander will follow drop, cover, and hold with evacuation to the assembly area and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following drop, cover, and hold), or any emergency where the building and its contents are perceived to be a threat to student safety.

Evacuate Building Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC team, and will make the following announcement (or a similar announcement) on the PA system. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left.”
2. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
3. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location.
4. Once assembled, teachers and students will stay in place until further instructions are given.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Lockdown

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During a lockdown, students are to always remain in the locked classrooms or designated safe locations.

Lockdown Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will make the following announcement (or a similar announcement) on the PA system. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom.”
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors, sit on the floor (in some instances), and close any shades or blinds if it appears safe to do so.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. auditorium, library, cafeteria, and gymnasium). Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Incident Commander or law enforcement.
5. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.
6. The Incident Commander will call the Los Angeles School Police Department Watch Commander’s Office (213) 625-6631. The Watch Commander will provide advice and support for the School Incident Commander by interfacing with municipal police and fire departments and sending an LASPD officer to the school.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Psychological Trauma/School Crisis

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear. Although individual students, staff, families or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds;
- A violent incident at or near school;
- The death of a student, staff or one of their family members by suicide or trauma;
- The terminal illness of a student or staff member;
- A natural disaster;
- An act of terrorism.

Because of such critical incidents and emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff.

Psychological Trauma/Crisis Procedures

1. As the Incident Commander, the Executive Director or designee activates the School ICC Team, including the Psychological First Aid (PFA) Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The PFA Team will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The PFA Team will provide direct crisis intervention services, including the implementation of psychological first aid.
4. The ICC Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
5. The ICC Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
6. The ICC Team will provide on-going assessment of needs and follow-up services as required.

Rapid Relocation (option ONLY for Active Shooter on Campus incidents)

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others;
- Actively seeks or attacks others;
- Has access to additional victims.

Rapid Relocation Procedures

1. When the decision to perform a Rapid Relocation has been made, the School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe;
    - Inform the LASPD Watch Commander (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point;
    - Calm students, create a perimeter to separate the School population from others who may be present, and re-establish Incident Command teams with available staff.
2. In response to the School's notification, the LASPD Watch Commander will:
    - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex;
    - Dispatch an officer to the relocation point to advise and support the School Incident Commander;
    - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools;
    - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school;
    - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population;
    - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:

- Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the School and its immediate community;
- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff;
- Maintain a perimeter at the offsite relocation point between the school population and others;
- Patrol the area near the School to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the School population.

4. The Emergency First Aid Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
5. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the Psychological First Aid Team to ensure notification of parents and family members of the wounded.
6. All media inquiries will be referred to the designated Media Representative.
7. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All Clear action.
8. The School Incident Commander will debrief with staff and school police officers.

Relocation (Off-Site Evacuation)

This action is taken after a decision is made that it is unsafe to remain on the campus and evacuation to an off-site relocation site is required and unrelated to an active shooter incident, such as during a tsunami or large hazardous materials release.

Relocation Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will make the following announcement (or similar announcement) on the PA system. If the PA system is not available, the Incident Commander will use other means i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We need to institute an off-site relocation. Teachers are to take their students roll book, emergency supplies, and report to their designated offsite relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited.”
2. The Incident Commander will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the

designated off-site location. Teachers and students will stay together during the evacuation.

3. If the site will be evacuating by school bus, the Incident Commander will coordinate with school administrators to assist with planning and carrying out the evacuation, including the evacuation of necessary supplies to support the school at the relocation site.
4. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled.
5. The Incident Commander will decide if it is more efficient to have classes systematically report first to a gathering point on campus, such as the auditorium, and evacuate everyone off the campus from that single location.
6. The Incident Commander will appoint a team of available staff to sweep the campus and check every room/location to ensure that the entire campus is evacuated. Attendance for students and staff must be taken.
7. Once assembled off-site, teachers will take attendance again and students will stay in place with their teacher until further instructions are given.
8. The Incident Commander will make appropriate notifications to the District and parents, including signage on gates indicating the relocation destination.
9. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Reunification

Student reunification is implemented to reunite students with their families after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) that prevents a normal school dismissal.

Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Gate Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.
3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.

4. Message runners will notify the Emergency Assembly Area Team of the student(s) to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian IDs, confirm student identification and keep accurate records of students leaving the campus.
6. Members of the Psychological First Aid Team may be asked to assist the Reunion Gate Team. If a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team then stay with the parent and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other school emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air, inclement weather, or other hazards. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and may include the shutdown of classroom and/or building heating/air conditioning systems. During a Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that a shelter-in-place may involve the shutdown of heating and air conditioning (HVAC) systems and allows for the free movement of students within a building. However, students in bungalows and buildings with exterior passageways will have to remain in the classroom.

Shelter-in-Place Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICS team, and will make the following announcement (or similar announcement) on the PA system. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We are implementing a Shelter-in-Place, due to an air quality issue. Students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under exterior doors and around the windows

with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you".

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Teachers are responsible for securing individual classrooms and the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. The Incident Commander will monitor news media for information about the incident.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Sudden Cardiac Arrest

The school's Cardiac Emergency Response Plan is listed in Appendix E and contains detailed protocols for responding to a suspected cardiac emergency. The locations of the school's AEDs are also listed in the plan.

Additional considerations for Students with Special Needs during an Emergency

Evacution

1. Are all evacuation routes (on and off-campus) clearly marked and navigable by students who use a wheelchair, walker, cane or have limited mobility/visual impairments?
2. Does the student attend class/activities upstairs and have a physical disability that makes it difficult to negotiate stairs?

Plan for Evacuation Assistance

- Stay calm
- Explain what is happening and what students need to do even if you think they don't understand
- Make sure all staff members know what to do
- Know the students, their needs and fragilities
- Pre-identify and train 2 rescuers (and back-ups for each rescuer) for every student needing assistance
- Evacuate necessary equipment with students and keep it ready to go by the door
- Rescuers and students must practice and participate fully in all emergency drills

Mobility Disabilities Evacuation

Demonstrate to staff how to evacuate wheelchairs. There are a few different evacuation assistance methods. Evaluate which will work best for your individual students. Devices can be used to assist multiple students.

Two-Person Swing Carry (also known as chair carry)

- One rescuer on each side of student
- Press in close to student when carrying for extra support
- One rescuer takes student's wheelchair/walker down the stairs
- Avoid putting pressure on student's arms, legs, or chest

Two-Person Rescue Seat Carry (using Rescue Seat pad)

- One rescuer on each side of student
- Rescue seat can be placed on empty chair and student transferred into it or
- Rescue seat can be slipped under student while in wheelchair
- One rescuer takes student's wheelchair/walker down the stairs

Two-Person Evacu-Trac (using Evacu-Trac device)

- Two rescuers needed to transfer student, and one to hold evac chair in place
- Fasten straps around student before transport
- Tip chair forward to disengage wheels
- Chair glides on skids down the stairs
- One rescuer takes student wheelchair/walker down the stairs

Blind/Low Vision Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Extra practice helps students gain familiarity with evacuation route
- Communicate hazards as you guide
- Consider tactile strips along evacuation route
- Account for unaccompanied students immediately in emergency

Deaf/Hard of Hearing Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- If an emergency is announced over loudspeaker (no strobes), account for any unaccompanied deaf/hard of hearing students who may not have heard or understood the announcement
- Use touch and eye contact to gain students' attention
- Flick lights rapidly to gain students' attention
- Speak in short, clear phrases
- Use common gestures to communicate (hand up for stop; thumbs up for ok, etc.)
- Provide flashlights/headlamps to D/HH students and staff
- Alarm tones can be painful for those with hearing aids – students can be reminded to turn them down until alarms are turned off. Remember to tell them to turn the hearing aids back up.
- Account for unaccompanied students immediately in emergency

Cognitive Disability Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Long-term training, more frequent drilling and reminders are helpful
- Use simple, concrete words
- Avoid multiple-step directions
- Allow extra processing time for response
- Use visual or tactile cue (students wear fire hats when hear fire alarm, etc.)

- Account for unaccompanied students immediately in an emergency
- May need more supervision

Autism Spectrum Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Allow extra processing time for response
- Avoid touch
- More frequent drilling is helpful to accustom students to a different routine
- Find quiet location in assembly area away from extra stimulation
- Check for injuries if appropriate, as some people who have autism do not react to pain
- Account for unaccompanied students immediately in emergency
- May need more supervision
- *If possible/feasible, allow students to bring comfort items, such as a favorite hat, toy, or electronic device.*

Medically Fragile/Special Healthcare Needs Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- Search and Rescue team is not to re-enter building for equipment/supplies left behind
- Take equipment (e.g. g-tube food supplies, catheter supplies, suction machines) when evacuating and keep necessities ready to go near door
- Suction machines must have their plug-in adapter daily as it may need to be switched to generator.
- Backpacks are recommended for carrying supplies to keep hands free
- Pre-label supplies with student names
- Have extra supplies in emergency bin and check expiration dates (for items such as Pediasure and formula)
- Take care moving oxygen as it is pressurized, and secure tanks once moved
- Account for unaccompanied students immediately in emergency

Earthquake

1. Does the student have a physical disability that makes getting under a desk difficult?

Lock/Cover/Hold on instead of Drop/Cover/Hold on

- Roll wheelchair into an area of the classroom with structural protection
- Lock wheels

- Cover head and eyes to best of ability
- Rescuers need to drop, cover, and hold on, too

Assisted Toileting

- Create an accessible latrine stall
  - commercially available or build with materials on-hand (unused walker)
  - extra-large stall for maneuverability (two privacy screens)
- Table with straps and privacy
- Diapers, gloves, bags, sanitary pads, sanitizer, and wipes in

Students Who Have Medical Procedures during the School Day

- Designate area for medical protocol station
- Privacy screen
- Table with straps
- Equipment necessary for medical protocols

Medication

- ☐ Have extra doses of prescription non-expired medications on site and available as needed (e.g. EpiPen, Diastat, Insulin)
- ☐ Have a plan for enhanced student care without medication
- ☐ Protect privacy of medical information

Transportation/Relocation

- Know what type and number of specialized buses you may need for transportation.
- Talk with families about their plan to pick up their child in a disaster. Do they have the necessary transportation? If not, you may have those students for a longer period of time.

Threat and Hazard-Specific Emergency Procedures

The following procedures have been taken from the LAUSD Integrated Safe School Plan 2019-2020. The procedures have been modified to remove LAUSD references that don't apply to an independent charter school such as using Blackboard Connect and entering information into iSTAR. Because we contract with the District for some services, references to School Police and the Maintenance and Operations Department have been left in.

Active Shooter/Gunfire

If there is a threat of violence to campus or gunfire is heard in the area, implement Lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the Executive Director or designee, who becomes the Incident Commander.
2. The School Incident Commander (Executive Director/designee) will initiate a Lockdown, the recommended appropriate Immediate Response Action.
3. The School Incident Commander will call 911 and School Police (213) 625-6631 and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. The School Incident Commander activates the Incident Command (ICC) Team.

The Emergency Communications Systems Operators will:

- Prepare a message for parents to be sent on SendWordNow.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Security Team, ICC Team, and Emergency Communications Sysems Operators will:

- Ensure that perimeter gates are secured and that all students, staff and visitors are safely secured behind locked doors.

- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

Rapid Relocation Procedures

1. The School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination if the route is safe;
    - Inform the LASPD Watch Commander (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point;
    - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
2. In response to the School's notification, the LASPD Watch Commander will:
    - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex;
    - Dispatch an officer to the relocation point to advise and support the School Incident Commander;
    - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools;
    - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school;
    - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population;
    - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:

- Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community;
- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff;
- Maintain a perimeter at the offsite relocation point between the school population and others;
- Patrol the area near the School to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the School population.

4. The Emergency First Aid Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
5. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the Psychological First Aid Team to ensure notification of parents and family members of the wounded.
6. All media inquiries will be referred to the designated Media Representative.
7. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All Clear action.
8. The School Incident Commander will debrief with staff and school police officers.

Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Utility Failure as needed.

Aircraft/Vehicle Crash Procedures

1. The Executive Director or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Emergency Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
4. The Incident Commander will call 911 and School Police (213) 625-6631 and provide the exact location (e.g., building or area) and nature of emergency.

5. If on school property, the Security and Utilities Teams will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Utility Failure.
6. If needed, the Fire Suppression and Hazardous Materials Assessment Teams should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Emergency First Aid Team will check for injuries and provide appropriate first aid.
8. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen.
9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
10. If it is unsafe to remain on campus, the Incident Commander will initiate an Off-Site Relocation.
11. The Incident Commander will notify and update parents.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

Animal Disturbance Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, School Police (213) 625-6631, Animal Control (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or Emergency First Aid Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents if necessary.

7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Biochemical/Hazardous Materials

A Biological or Chemical Release involves the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in
proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance:

- Multiple victims suffering from watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

Substance Released Inside a Room or Building Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Emergency Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, School Police (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will instruct the Security and Utilities Teams to isolate and restrict access to potentially contaminated areas.
4. The Security and Utilities Teams will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
5. The Incident Commander or designee will notify and update parents.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other

disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Emergency First Aid Team should evaluate and monitor exposed individuals.

7. The Emergency Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
8. The Psychological First Aid Team will convene on-site and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Substance Released Outdoors and Localized Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the ICC Team and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, as necessary, initiate the Shelter-in-Place or Evacuate Building action.
2. The Security and Utilities Teams will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, School Police (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location and nature of emergency.
4. The Security and Utilities Teams will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
5. The Incident Commander will notify and update parents.
6. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Emergency First Aid Team should evacuate and monitor exposed individuals.
7. The Emergency Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.

8. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
9. The Psychological First Aid Team will convene on-site and begin the process of counseling and recovery.
10. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Substance Released in Surrounding Community Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the ICC team, and if he/she or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter-in-Place.
2. Follow all Shelter-in-Place procedures.
3. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
4. The Incident Commander will monitor local news for information about the incident.
5. The School will remain in Shelter-in-Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Bomb Threat/Suspicious Package

Response to a bomb threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Bomb Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
    - Nature of threat on phone line;
    - Name of school;
    - Phone number of line receiving threat;
    - Name and contact information of staff member.

2. The person answering the threat call should immediately inform the Executive Director, and then use the Bomb Threat Report Form to gather and record information about the call.

   Bomb Threat Form Questions include:
   - Where is the bomb (building, location)?
   - When is it going to explode?
   - What kind of bomb is it? What does it look like?
   - Who set the bomb? Why was the bomb set?
   - What can we do for you to keep the bomb from exploding?
   - What is your name?
   - How old are you?
   - Where do you live?
   - How can you be contacted?

   In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:
   - Caller Characteristics:
     - Gender
     - Age
     - Accent
     - Slurred/impaired speech
     - Recorded/disguised voice
     - Familiarity
     - Irrational/incoherent
   - Background Noise:
     - Office
     - Outdoors
     - Traffic
     - Other
3. The Executive Director or designee becomes the Incident Commander, activates the School ICC team, and calls School Police (213) 625-6631 who will advise the School. In most cases, School Police will direct the School to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
4. If the School discovers unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious

object is found, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.

5. No attempt should be made to investigate or examine a discovered suspicious object.
6. The Incident Commander will notify and update parents.
7. After the search, the Incident Commander will consult with law enforcement to determine any alteration to the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
8. When a suspicious object or bomb is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
9. In the event of an evacuation, teachers will bring their student roster and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
10. The Psychological First Aid Team will convene on-site and begin the process of counseling and recovery.
11. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
12. The Incident Commander may initiate an Off-site Relocation if warranted by changes in conditions.

Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the Executive Director should be immediately alerted.
2. The Executive Director or designee becomes the Incident Commander, activates the School ICC team, and will direct volunteer members of the Security Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and handheld radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and School Police (213) 625-6631 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. No attempt should be made to investigate or examine the object.
5. The Incident Commander will notify and update parents.

6. The Incident Commander will consult with Law Enforcement and determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold, Lockdown, Evacuate Building or Relocation.
7. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Emergency Assembly Area. Routes may be different than usual evacuation routes.
8. In the event of an evacuation, teachers will bring their student roster and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
9. The Psychological First Aid Team will convene and begin the process of counseling and recovery.
10. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
11. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.

Demonstration/Walkout

A demonstration/walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized and may be unlawful. Students are sometimes encouraged by protesters (in person or via social media) to participate in a demonstration as it passes by a school.

Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator.
2. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and initiates the appropriate Immediate Response Action, which may include a modified Lockdown.
3. The Incident Commander will notify School Police (213) 625-6631 to request assistance and will provide the exact location and nature of emergency.
4. The Security Team, Administration, and Deans will immediately proceed to the main exit points to control student ingress and egress.
5. If students attempt to leave the campus, inform students in the presence of adult witnesses that they should attend classes. Notify individual students that they risk consequences if they remain on campus but do not attend classes or if they attempt to leave campus. Remind students that if they persist in unlawful activities following ample warning and notice of suspension, they may be subject

to citation or arrest. Note: No physical effort shall be made to prevent students from leaving the campus.

6. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window coverings.
7. The ICC Team and administration should keep accurate record of events, conversations, and actions.
8. All media inquiries will be referred to the school's designated Media Representative, who will also monitor local news outlets and initiate further actions as appropriate.
9. The Incident Commander will notify and update parents.
10. The Incident Commander should proceed using good judgement based on law enforcement or other legal input, in taking action to control and resolve the situation.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the individual is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate.

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or School Police.
2. Staff will immediately notify the Executive Director or designee.
3. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate the appropriate Immediate Response Actions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call School Police (213) 625-6631 and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, nonconfrontational manner and request he or she leave the campus. Avoid any hostile situations.

6. If the individual is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify and update parents, as necessary.
8. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Earthquake

Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover and Hold On.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Emergency Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security and Utilities Teams to post guards a safe distance away from building entrances to prevent access.
7. The Security and Utilities Teams will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The Emergency First Aid Team will set up the first aid station, check for injuries and provide appropriate first aid.
9. The Incident Commander will direct the Emergency Communications Systems Operators to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).

10. If the area appears safe, the Search and Rescue Teams will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will work with school police and district personnel to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and Hazardous Materials Assessment Teams will conduct an inspection of school buildings. The Fire Suppression and Hazardous Materials Teams will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. Any damaged areas will not be reopened until the district provides clearance and the Incident Commander gives authorization to do so.
13. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions at the school.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Earthquake during Non-School Hours Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.
   Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police Watch Commander's Office (213) 625-6631 that you are on campus before beginning a site assessment.
2. The Incident Commander should confer with district Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
3. If the school cannot be occupied, the Incident Commander will determine an alternate location for affected buildings and programs, and the Incident Commander will notify staff members and parents.

Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On.

2. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will call 911 and School Police (213) 625- 6631 to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate Immediate Response Actions. Action may include Shelter-in-Place, Evacuate Building or Off-Site Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Emergency Assembly Area.
5. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
6. The Incident Commander will notify and update parents.
7. The Emergency First Aid Team will check for injuries and provide appropriate first aid.
8. If needed, the Fire Suppression and Hazardous Materials Teams should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
9. The ICC Team will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
10. The Security and Utilities Teams will secure the building entrance to prevent persons entering the school buildings.
11. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Teams to initiate search and rescue activities.
12. The Incident Commander will contact the area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and Hazardous Materials Teams will conduct an inspection of school buildings. The Fire Suppression and Hazardous Materials Teams will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
13. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
14. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Risk of Explosion on School Property Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
4. The school administrator will call 911 and School Police (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. If needed, the Fire Suppression and Hazardous Materials Assessment Teams should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
6. The Incident Commander will advise the Search and Rescue Teams to initiate rescue operations.
7. The Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. The Incident Commander will notify and update parents.
9. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
11. The Incident Commander may initiate an Off-Site Relocation, if warranted by changes in conditions.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Explosion or Risk of Explosion in Surrounding Area Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate the Shelter-in-Place response action.
2. The Incident Commander will notify 911 and School Police (213) 625-6631 and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify and update parents.

5. The school will remain in a Shelter-in-Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Nuclear Blast or Explosion Involving Radioactive

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate the Shelter-in-Place action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and School Police (213) 625-6631 and provide details on the area and personnel affected at the school.
4. After the initial blast, the Emergency First Aid and Fire Suppression Teams should provide first aid and extinguish small fires as needed.
5. The Incident Commander will ensure the relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
6. The Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan for gas supply shut-off valve) and fans in the area; close and lock exterior doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
7. The Incident Commander will notify and update parents.
8. The Incident Commander or designee will monitor local news outlets and initiate further actions as appropriate.
9. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
10. The school will remain in Shelter-in-Place until the Los Angeles County Public Health or other appropriate agency ends the shelter-in-place or issues relocation instructions. Relocation may be advised by authorities.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm if possible, and report the fire to the school administrator.
2. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Emergency Assembly Area.
3. The Incident Commander will call 911 and School Police (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire.
4. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
5. If needed, the Fire Suppression Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
6. The Security Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The Utilities Team will notify the appropriate utility company of damages.
8. The Incident Commander will notify and update parents.
9. Any affected areas will not be reopened until the Los Angeles City or County Fire Department or appropriate agency provides clearance and the school administrator issues authorization to do so.
10. For fires during non-school hours, the Incident Commander and district personnel will determine if the school will open the following day.
11. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the “fire is out.”
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building or Off-Site Relocation.
2. The Incident Commander will notify 911 and School Police (213) 625-6631 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Incident Commander will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Emergency Assembly Area.
6. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
7. The Incident Commander or designee will monitor local news outlets and initiate further actions as appropriate.
8. The Incident Commander will notify and update parents.
9. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Food/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses.

Suspected Contamination of Food or Water Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will isolate and secure the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The Incident Commander will notify:
    - 911
    - School Police (213) 625-6631
    - County Department of Health Services (213) 974-1234
    - Office of Environmental Health and Safety (213) 241-3199
    - Other Officials as necessary
3. The Administrative Staff will make a list of all potentially affected students and staff and provide the list to responding authorities.
4. The Emergency First Aid Team will assess the need for medical attention and provide first aid as appropriate.
5. The Emergency First Aid Team Leader will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Public Health Emergency

A public health emergency involves a large-scale emergency need for medical health care services, often for an influenza outbreak or other infectious disease that affects a school community.

During public health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that public health emergencies can create a great deal of anxiety and misinformation.

Healthy Habits to Reduce Public Health Emergency Impact

Schools can reduce the impact and spread of a public health emergency by reinforcing basic healthy habits. These habits include:

- Wash hands often. Require that students wash their hands with soap and water after visiting the restroom and before and after eating. If soap and water are not available, schools can purchase non-alcohol waterless hand cleaner from the District Warehouse. Schools may not use alcohol-based hand cleaner. Schools must stock adequate handwashing supplies for all restrooms.

- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity. When possible, schools can practice social distancing to reduce the spread of airborne germs. Keeping students at least three feet apart greatly reduces the spread of germs from an uncovered cough or sneeze.
- Exclude students and staff that are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with obvious symptoms such as an elevated temperature, cough, runny nose, or other symptoms, should be separated from the general population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.
- In the event of a wide-scale or pandemic illness, critical school employees could be absent for days, weeks, or months. Such a reduction in available staff will challenge the continuity of school operations and services because there will not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator, or Administrative Director.

Develop Alternate Lessons. During major health emergencies, students may be absent for weeks. Schools should have lesson plans for students who will be home for extended periods of time, as well as multiple means of communicating lesson content to students and parents. Methods may include the following:

- Allowing students to take home school books and class materials
- Posting lesson on Canvas with materials
- Use of other approved internet education websites
- Mailing home printed materials
- Having printed materials available for families to pick up at school

Utility Failure

A utility failure is a situation involving a loss of water, power or other utility on school grounds.

General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Explosion/Risk of Explosion on School Grounds.

3. Upon notice of loss of utilities, the Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, or Evacuate Building.
4. The Incident Commander will notify the Area Maintenance and Operations (during business hours or School Police (213) 625-6631 (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Area Maintenance personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location.
7. The Incident Commander will notify and update parents.
8. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
10. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many issues can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the “flush”. Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5-gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets and toilets lined with plastic bags generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs. Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and should be stored with the other emergency supplies. If portable toilets are delivered, schools must make sure that there are also hand cleaning stations set up, as well

as accessible toilets for students with specific needs. Mark at least two of the portable toilets for faculty use.

2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.

3. **Drinking Water** - Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often the utility provider or Maintenance and Operations will obtain bottled water for the school. If schools are using water from the emergency water barrels, they must re-chlorinate the water 30 minutes before it is put out for consumption.

4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department and alert and evacuate the building occupants. The Fire Department and the Office of Environmental Health and Safety (213) 241-3199 must be notified and logs should be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:
    - Los Angeles City Fire Department (Valley) (818) 347-1110
    - Los Angeles City Fire Department (Los Angeles) (213) 978-3660
    - Los Angeles County Fire Department (323) 881-2455

    Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to ensure they followed the Fire Code.

5. **Other Concerns** - At secondary schools, there may be a request to use the showers, but that cannot be accommodated. The nurse may also ask for water to wash hands. She may be able to use waterless hand cleaner, but she will still need water for cleaning wounds, etc. Schools can pump the emergency water

into a water carrier for her to use at the sink in the Health Office or provide bottled water.

Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits include light sticks that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to education; it is common practice for students to remain in classrooms during a power outage.

   Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning. Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators are also to be used to supplement battery-powered medical devices for students with special needs.

   In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept at specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

2. **Phone Systems** - School PBX phone is cloud based with redundant offsite backups. This allows the phones to be routed to cell phones or laptops in case of an outage. In addition, the school has a fax machine on a separate, direct, outside line that does not go through the PBX. Along this same line we use a digital-analog converter that is used as a backup in case of PBX service interruption. In the event of a power outage, the fax line will still work. There is a single-line handset that can be plugged into this line during a loss of utilities. In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as “essential service lines” (per LAUSD) and will be restored first.

3. **School Two-Way Radios** - Each school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and ultimately with school police. The radios will still operate during a power outage or when phone systems are down.

   Every year schools test the ability of elementary schools to contact a secondary school, and the ability of secondary schools to talk directly with school police dispatch. During a disaster, the District will use this system to compile damage and injury assessments from schools.

   Cell phones, text messages, and public address systems and bullhorns can supplement two-way radio communications.

4. **Fire Alarms and Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department, and alert and evacuate the building occupants.

   The Fire Department and the Office of Environmental Health and Safety (213) 241-3199 must be notified and logs should document who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:
   - Los Angeles City Fire Department (Valley) (818) 347-1110
   - Los Angeles City Fire Department (Los Angeles) (213) 978-3660
   - Los Angeles County Fire Department (323) 881-2455

   Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to ensure they abided the Fire Code.

5. **Food Service** - The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch, immediately contact your Cafeteria Manager. In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to

power the cafeteria. The cafeteria has food that needs to be kept specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds.

General Inclement Weather Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building, or Off-Site Relocation. NOTE: Inclement weather may block or impact routes to/from school and may necessitate an Off-Site Relocation even if the school itself is relatively unimpacted.
2. The Incident Commander will notify 911 and School Police (213) 625-6631 and will describe the nature and extent of the incident.
3. The Incident Commander will direct the Security and Utilities Teams or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
4. The Incident Commander or designee will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate
5. If the Incident Commander issues the Evacuate Building or Off-Site Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Emergency Assembly Area.
6. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
7. The Emergency First Aid Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
8. The Administrative Team will consider the impact of weather (including travel) on field trips and extracurricular activities and advise the Incident Commander if activities should be curtailed.
9. The Incident Commander will notify and update parents.
10. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- Inspect roof scuppers and drains to make sure they work properly.
- Request sand bags and plastic sheeting from the operational area that can be used to divert water away from doors.

Flood/Flash Flood

A Flash Flood may accompany rain or may appear suddenly as a result of storm conditions elsewhere in Southern California and may impede driving.

Hail

Hail can damage buildings and equipment, possibly injure students or adults (depending on the size of the hailstones) and may be accompanied by unusually cold weather.

Landslide/Debris Flow

Landslides can be caused by a variety of factors including earthquakes, storms, fire, and by human modification of land. Landslides can occur quickly, often with little notice. In a landslide, masses of rock, earth or debris move down a slope.

Debris and mud flows are rivers of rock, earth, and other debris saturated with water and develop when water rapidly accumulates in the ground, during heavy rainfall or rapid snowmelt. They can flow rapidly, striking with little or no warning, and may travel several miles from their source, growing in size as they pick up trees, boulders, cars and other materials.

Thunder/Lightning

All thunderstorms produce lightning and are dangerous. Stop all outdoor activities and shelter in place indoors if you hear thunder or see lightning. Wait 30 minutes after the storm to resume outdoor activities.

Wind

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles).

Funnel Clouds/Tornado Procedures

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate the appropriate Immediate Response Action, Shelter-in-Place.
2. The Incident Commander makes the following announcement (or similar announcement) over the PA system or an alternate method of communication: “Your attention please. We are implementing a Shelter-in-Place, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor, face the wall, and protect your head with your arms. All students and staff that are outdoors are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”
3. If indoors, teachers will keep students in the classroom until further instructions are given.
4. If outdoors, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings. Teachers are to account for any students with functional needs who may not have heard or understood the directions. Teachers are to take roll and to notify the office with the number and names of students in the room with them.
5. The Incident Commander will notify 911 and School Police (213) 625-6631 and will describe the nature and extent of the incident.
6. The Incident Commander or designee will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
7. Teachers will take attendance to account for students, and notify the office of missing students.
8. The Incident Commander will notify and update parents.
9. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Heat Procedures

The intensity of exercise activities must be limited or modified whenever the Heat Index is above 95°. A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool. Air Quality Advisories issued by the South Coast Air Quality Management District (SCAQMD) must be obeyed.

Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged;
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies for Preventing Heat Stress During the School Day

- A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.
- Hold events indoors when possible.
- Use current medical health history and physical to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
    - Students with history of previous heat illness
    - All current illnesses and/or health sensitive medical conditions
    - Students who have experienced recent injuries

National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets.

Watch - used when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead time to set emergency plans in motion. A watch means that hazardous weather is

possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- Review the Safe School Plan and confirm staff assignments for emergency positions;
- Review field trips and extracurricular activities;
- Review SendWordNow emergency contact lists for staff and students;
- Monitor local weather via www.weather.gov and/or a NOAA weather radio;
- Inspect the campus for conditions that could cause damage.

Advisory - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- Review the Safe School Plan;
- Check emergency supplies;
- Examine extracurricular activities, field trips, and after-school programs;
- Plan for modified activity schedule;
- Move outdoor equipment out of harm's way;
- Monitor local weather via www.weather.gov and/or a NOAA weather radio;
- Check school site for hazards and exposures that can be mitigated;
- Send a SendWordNow message if extracurricular activities may be impacted.

Warning - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

- Activate Safe School Plan;
- Stage emergency supplies in a location protected from weather;
- Send SendWordNow message and update school website and school social media accounts to notify parents;
- Take proactive steps to protect students and staff;
- Cancel activities, field trips and after-school programs if expedient to do so.

Emergency Telephone Numbers

Executive Director: David Hussey……...	818-595-7503
Educational Service Center North……...	818-654-3600
Environmental Health and Safety Branch……..	213-241-3199
Office of Emergency Services……..	213-241-3889
West Hills Hospital…….	818-884-7060
School Police……..	213-625-6631
Water and Power…….	800-342-5397
Gas Company…….	800-427-2200
Fire…….	911

Emergency Maps

Vicinity Map

Primary Off-Site Assembly Area:

Hale Charter Academy

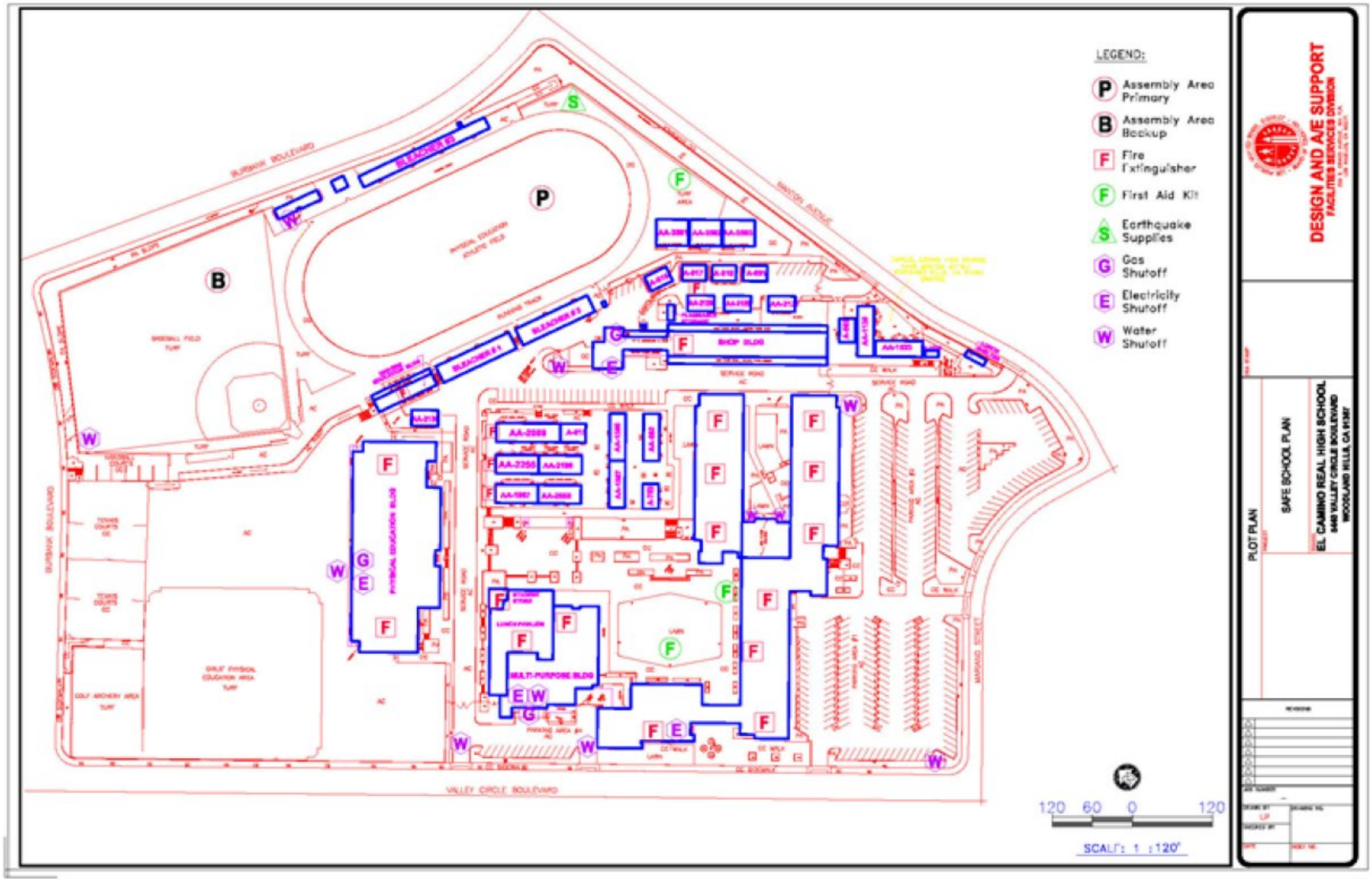
23830 Califa St.

Backup Off-Site Assembly Area:

Woodlake Elementary Community Charter School

23231 Hatteras St.

Site Plan Map



APPENDIX

Appendix A

Bomb Threat Report

BOMB THREAT REPORT

School _____ Location Code _____

Date of Call _____ Time of Call _____

Person Receiving Call _____

I. REPORT OF PERSON RECEIVING CALL	
A. Ask the caller the following questions	
Where is the bomb (building, location)?	
What time is it set to go off?	
What kind of bomb is it? What does it look like?	
Who set the bomb? Why was the bomb set?	
What is your name?	
How old are you?	
Where do you live?	

B. Evaluate the voice of the caller, and check the appropriate spaces below:			
☐	Male	☐	Intoxicated
☐	Female	☐	Speech Impediment
☐	Child	☐	Special Ethnic Characteristics
Age (Approx.)		Other	

C. Listen for any background noise. (Check appropriate spaces below, if applicable):					
☐	Music	☐	Babies or children	☐	Airplane
☐	Conversation	☐	Cars/trucks	Other	
☐	Typing	☐	Machine noise		

II. REPORT BY PRINCIPAL			
A. The police were contacted by (Name of person)			
Date		Time	
Police personnel taking call			
Officer responding to call			

B. Was a search made for the bomb?	☐ Yes	☐ No
If "yes," give details regarding search		

C. Was an evacuation conducted?	☐ Yes	☐ No
If "yes," indicate buildings or areas evacuated		

D. Remarks:	

This form shall be completed in duplicate (submit original to LASPD and copy for school files).

Appendix B

Biological and Chemical Release Response Checklist

BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

School _____ Location Code _____

Location of Release _____

Name _____ Position _____

Date _____

	Yes	No	Note
Have unexposed students, staff and others been evacuated from area of contamination?	☐	☐	
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?	☐	☐	
Have all students and staff been accounted for?	☐	☐	
Has the area of contamination been cordoned off and secured?	☐	☐	
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	☐	☐	
Have the doors and windows to the area of contamination been closed and locked?	☐	☐	
Have fans and ventilators serving the area of contamination been turned off?	☐	☐	
Comments			

Appendix C

Charter School Incident Reporting Template

Charter School Incident Reporting Template

Please submit to the charter school's assigned CSD specialist, and if co-located on a District campus, please copy to the applicable CSD operations coordinator.

- **Contact information of reporting person**
  - Name/Title
  - School
  - Email address
  - Phone number
- **Type of Incident**
  - Possessing, selling, or furnishing a firearm
  - Brandishing a knife at another person
  - Unlawfully selling a controlled substance or other drug-related incidents
  - Committing or attempting to commit a sexual assault or committing a sexual battery
  - Possession of an explosive
  - Major fights that involve serious injuries and/or involve a large number of students
  - Any lockdown/school closure
  - Medical transport – student and/or staff
  - Threats – (e.g. social media, homicide[1])
  - Major facilities issues (power outage, plumbing concerns, fallen trees, vandalism, etc.)
  - Robbery
  - Assault or battery upon any school employee
  - Employee misconduct related to the health and safety of students
  - Suicidal ideations and behaviors related to imminent serious bodily injury/threats
  - Emergency situation (active shooter, terrorist threat, fire, etc.)
  - Situations which necessitate interaction with law enforcement, fire department, etc.
  - Other significant incidents
- **Brief Summary of Incident** (**Do NOT** include names and/or abbreviations of students, employees or community members, or student ID numbers or other personally identifiable information nof a student)
- **Follow-up/Response to Incident**
  - For co-located sites, confirm communication with the District principal as soon as practically possible and send a copy of the incident report to the District principal when it is submitted to the CSD

[1]SB906, which takes effect in the 2023-24 school year requires a school official whose duties involve regular contact with pupils in any of grades 6 to 12, inclusive, as part of a middle school or high school, and who is alerted to or observes any threat or perceived threat to immediately report the threat or perceived threat to law enforcement.

Appendix D

Instructional Continuity Plan

Instructional Continuity Plan

Introduction and Purpose

The purpose of this Instructional Continuity Plan (ICP) is to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in El Camino's Comprehensive School Safety Plan (CSSP) by July 1st, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Objectives

1. Support the physical safety, mental health, and wellbeing of staff, students, and their families.
2. Account for all staff and students and determine their needs through timely communication.
3. Ensure staff, students, and their families have ongoing access to information, resources, services, and supports to meet their needs.
4. Provide education as soon as practicable to students, with the following prioritization, as feasible:
    a. Full day, in-person instruction
    b. Hybrid instruction (part time in-person instruction and remote learning)
    c. Remote learning with live virtual instruction (synchronous)
    d. Remote learning independently (asynchronous)
5. Reopen schools as soon as it is safe to do so.

Engagement with Students and Families

<u>Timeline</u>

As required, El Camino will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency.

<u>Methods of Two-Way communication</u>

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. El Camino will use the school messaging system (e.g. robocalls, text messages, emails), social media, and school website updates. If

these forms of communication are not available, school personnel will meet to discuss the best way to communicate with staff and families.

Access to Instruction

Timeline

As required, El Camino will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency.

Conditions for resuming access to in-person instruction

El Camino will work to resume in-person instruction as soon as possible and will evaluate a number of factors including:

1. Status of evacuation orders
2. Status of power and utilities
3. Air quality
4. Access to safe and clean water
5. Is the campus free from debris and hazards
6. Internet access
7. Staff availability
8. Ability of school cafeteria to provide meals

Hybrid and Remote Instruction

When in-person learning is not possible, El Camino will switch to a Hybrid or Remote learning schedule. If parts of the campus can be utilized, the school will explore offering a weekly schedule that combines partial in-person instruction with remote instruction. If a Hybrid model is not possible, the school will utilize a Remote Instruction model. As required, El Camino's remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

The Remote Instruction model involves all instruction delivered remotely through synchronous and asynchronous learning models using a variety of instructional technology platforms including Canvas, Teams, and Accelerate.

Assessments are a crucial part of the instructional plan. El Camino uses both local and state assessments to monitor student learning. Local assessments include NWEA MAP testing for Math and Reading and the Reading Inventory for reading comprehension for ELs. State assessments include the ELPAC (English Language Proficiency Assessment

of California) for English learners and the CAASPP (California Assessment of Student Performance and Progress), which includes the Smarter Balanced tests in English Language Arts and Math and the California Science Test.

Support for Learning

In the event of an emergency, to the greatest extent possible, teachers will set up “office hours” to provide extra academic support for our students. El Camino also has a contract with Varsity Tutoring to provide 24/7 tutoring to all students.

Access to Instructional Materials

All El Camino students receive a Lenovo laptop computer when they are enrolled that is equipped with the Microsoft suite of applications. We are, in fact, a Microsoft showcase school. Our teachers currently use the Canvas learning management system and a variety of instructional applications. The school also uses Microsoft Teams for live conferencing. In the event of an emergency, our students and staff are well positioned to continue instruction and learning with minimal disruption. The school’s in-house tech support can also pivot from in-person to remote assistance.

When necessary, the school will provide physical materials to students such as textbooks, novels, and art supplies.

Wellness Supports

Counselors will be the primary point of contact for student intervention with mental health, attendance, and behavioral support. The school-based therapists and school psychologists will assist. Together, they will meet the needs of those in need of school-based social-emotional support and/or referrals for community supports. For families, the school-based therapists will collaborate with community partners to provide workshops on mental health awareness and strategies to support their child(ren).

Students with IEPs, whose IEPs indicate counseling services, will continue to receive services virtually or in-person. The school psychologists will monitor student progress and well-being and will take appropriate measures to increase services or support when they have determined a student is struggling or is in crisis.

School Nutrition

As soon as is practically possible, El Camino will provide nutritionally adequate meals for all students, including those students who are eligible for free or reduced price meals, when students are participating in both in-person instruction and remote learning, by creating a flexible serving time and schedule that is supportive to the needs of students and parents. In the past, while El Camino was on remote learning, the

school used a drive-thru model in the cafeteria parking lot to distribute weekly food bags containing five breakfasts and five lunches.

Supports for Students with IEPs, English Learners, and Foster/Homeless Youth

Students with disabilities will continue to receive accommodations and other supports indicated on their IEPs and Section 504 Plans. Case carriers for students with IEPs and case managers for students with 504 Plans will follow up with teachers as needed regarding specific challenges experienced during the situation, and plans will be updated as needed to best meet student needs. Students with IEPs will receive all required services and supports in accordance with the Alternative Remote/Distance Learning During Emergency Conditions section that is now included as part of each student's IEP.

English Learners (EL) will continue to receive instruction and support through the EL teacher, EL coordinator, and the counselor who works with EL students.

Low income students will have access to all the supports listed above, including access to school laptops and supplies, WiFi hotspot, Free and Reduced Price Meals, and free Metro bus pass.

El Camino has a full-time certificated staff member, as its Foster/Homeless Youth Liaison, to work with the school's foster and homeless youth students in obtaining the resources and support needed (including WiFi hotspots) to meet their educational needs and overcome any challenges they may be having. ECR works with the Department of Children and Family Services (DCFS) to ensure the safety and protection of our foster youth, including regularly communicating with DCFS representatives for youth who may be having difficulty in their home environment and who may need counseling or additional support.

Temporary Reassignment

In the event that the school is unable to provide instruction in-person or remotely, El Camino will provide support to pupils and families to enroll in, or be temporarily reassigned to, another site, school district, or charter school.

Appendix E

Cardiac Emergency Response Plan

CARDIAC EMERGENCY RESPONSE PLAN

El Camino Real Charter High School

Based on the American Heart Association Cardiac Emergency Response Plan Template Guide

Purpose

This document provides direction and detailed guidance for responding to a sudden cardiac arrest (SCA) through a Cardiac Emergency Response Plan (CERP). This plan outlines Cardiac Emergency Response Teams (CERTs), AED maintenance and locations, CERP protocol and related staff training/certification. This document does not replace any district policies or local, state, or national regulations.

In the United States, it is estimated that annually 356,000 adults experience out-of-hospital cardiac arrest as well as 23,000 pediatric cardiac arrests (Mozaffarian, D, 2015; Okubo, M et al, 2020). Although approximately 90% of those people will not survive the event, the likelihood of survival increases with prompt intervention. According to the American Heart Association (AHA), early intervention that includes CPR and restoration of normal heart rhythm with the use of an AED increases the chance of survival.

Cardiac Emergency Response Team (CERT)

1. The coordinator will oversee cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) program activities,training, education, and evaluation.
2. All individuals on CERT have current CPR and AED training from a nationally recognized organization.
3. Designate individuals to promptly call 9-1-1 and direct EMS to the location of the sudden cardiac arrest (SCA).
4. CERT Roster
    a. Peggy Valentine, School Nurse - Coordinator
    b. Melissa Linares, LVN
    c. Liav Paz, Athletic Trainer
    d. Zachary Kauffman, Health Teacher
    e. Camille King, North Campus Teacher

Automated External Defibrillators (AEDs) - Placement and Maintenance

1. **General**
    a. AEDs are placed in a variety of locations with the following considerations in mind
        i. The number and placement of AEDs is sufficient to retrieve an AED and deliver it to any campus location within 3 minutes of being notified of a possible cardiac emergency.
        ii. The AEDs shall be clearly marked in a case and the door leading to the AED will clearly indicate the presence of the AED.
        iii. AEDs shall be accessible for responding to cardiac emergencies during day and night activities.
2. **Locations of AEDs**
    a. Health Office (Main Hallway)
    b. Girls PE Office
    c. Boys PE Office
    d. Athletic Director's Office (Upper S Bldg.)
    e. ROTC Classroom (Room S-9)
    f. Flex Program Office
    g. Athletic Trainer has a portable AED
    h. North Campus Lobby
3. **AED Maintenance**
    a. Each location will make a daily check ensuring the status indicator light is flashing green and ready for use. If equipment is not ready for use, the location will contact the CERT coordinator for assistance.
    b. CERT coordinator will make yearly checks for equipment readiness and that all supplies are within expiration dates
4. **AED Equipment**
    a. Naloxone and EpiPen are available in the Health Office and North Campus locations. Bleeding kits are available at all locations.
    b. Each AED should have one set of AED pads connected to the device.

Communication of CERP Protocol

1. The "Act Now. Save A Life" poster will be displayed next to all permanent AEDs, will be placed in classroom emergency packets, and will be reviewed annually with the staff.
2. The complete CERP Protocol is part of the Comprehensive School Safety Plan which is posted on the school website (under the About tab).

Training in Cardiopulmonary Resuscitation (CPR) and AED Use

1. **Staff Training**:
    i. The American Heart Association recommends that, at a minimum, at least 10% of staff or volunteers (as applicable) should have current CPR/AED certification.
    ii. Training shall be renewed at least every two years. The absolute minimum number of people trained is 3 to ensure that CPR is initiated, AED is retrieved, and 911 is notified.
    iii. The school nurse, athletic trainer, and athletic director will be responsible for coordinating training.
    iv. Training may be traditional classroom, online or blended instruction but should include cognitive learning, hands-on practice, and testing.

b. Staff Education

i. All staff should be educated on recognizing the signs of a cardiac emergency that is or may become a SCA, how to activate a response, location of AEDs, and ideally have an introduction to at least hands-only CPR and AED use.
ii. All staff should be educated on the CERP protocol in their school or organization yearly.

Local Emergency Medical Services (EMS) Integration with the Plan

1. The school will provide a copy of this plan to local emergency response agencies and will share the number and location of on-site AEDs.

Conduct Practice Drills

1. The school will conduct at least one practice drill per year with the CERT staff.

Annual Review and Evaluation of the Plan

1. The school will conduct an annual internal review of the Cardiac Emergency Response Plan (CERP) in the Fall as part of the annual review of the Comprehensive School Safety Plan.
2. The CERT staff will conduct an evaluation of the CERP protocol after each actual event to determine whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.

Cardiac Emergency Response Plan (CERP) Protocol

EL CAMINO REAL CHARTER HIGH SCHOOL

Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for

high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped with advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

1. **Recognize the following signs of sudden cardiac arrest** and act quickly in the event of one or more of the following:
    a. The person is not moving, unresponsive, or unconscious.
    b. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
    c. The person may appear to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If the person is having a seizure without a sudden cardiac arrest an AED will not deliver a shock.
    d. If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

2. **Facilitate immediate access to professional medical help**:
    a. Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the facility address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort emergency responders to the victim.

b. Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your facility's designated communication system (i.e. walkie talkies, overhead page).
c. If you are a CERT member, proceed immediately to the scene of the cardiac emergency.

3. **Start CPR as soon as possible**. The first person who can start CPR should begin immediately and, if additional bystanders are available, other tasks can be delegated.
   a. Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to the Act Now. Save a Life. (Simplified Adult Basic Life Support) graphic below.
   b. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.
   c. If you are able and comfortable giving rescue breaths, please use a barrier and provide 2rescue breaths after 30 compressions.

4. **AED Access**
   a. The person who can retrieve the AED the fastest (ideally in route to the scene) should get it to the site and leave the AED cabinet door open as a signal that the AED was retrieved.

5. **Additional Communication Measures**
   a. Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Office or Room # ___,gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter.
   b. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

6. **Use the Nearest AED**
   a. When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to

restore a normal heart rhythm, theAED will deliver one or more shocks. Be familiar with your school's AED and be aware if you will need to press the shock button or if it will deliver automatically.

   i. Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.

b. Minimize interruptions of compressions when placing AED pads to patient's bare chest.
c. Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate people doing compression to avoid fatigue.
d. Do not remove AED pads even if the patient regains consciousness - the pads should be left in place until handoff to EMS occurs. This precaution is necessary in case the patient has a relapse.
e. If the AED is used be sure to have a plan to download the data, store the data, and deliver to the patient's cardiology care team.

7. Transition care to EMS

a. Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
b. Team focus should now be on assisting EMS safely out of the building/parking lot.
c. Provide EMS a copy of the patient's emergency information sheet.

8. Action to be taken by Office/Administrative Staff

a. Confirm the exact location and the condition of the patient.
b. Activate the Cardiac Emergency Response Team and give the exact location.
c. Confirm that the Cardiac Emergency Response Team has responded.
d. Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
e. Assign a staff member to direct EMS to the scene.
f. Perform "Crowd Control" – directing others away from the scene.
g. Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, leadership, sports facilities manager, etc.
h. Plan for ongoing coverage following an emergency response in case a subsequent event occurs.
i. Consider having the people (e.g., staff, students) stay in place (e.g., delaying class changes or hallway traffic, services provided, dismissal, recess, or other changes) to facilitate CPRand EMS functions.
j. Designate people to cover the duties of the CPR responders.

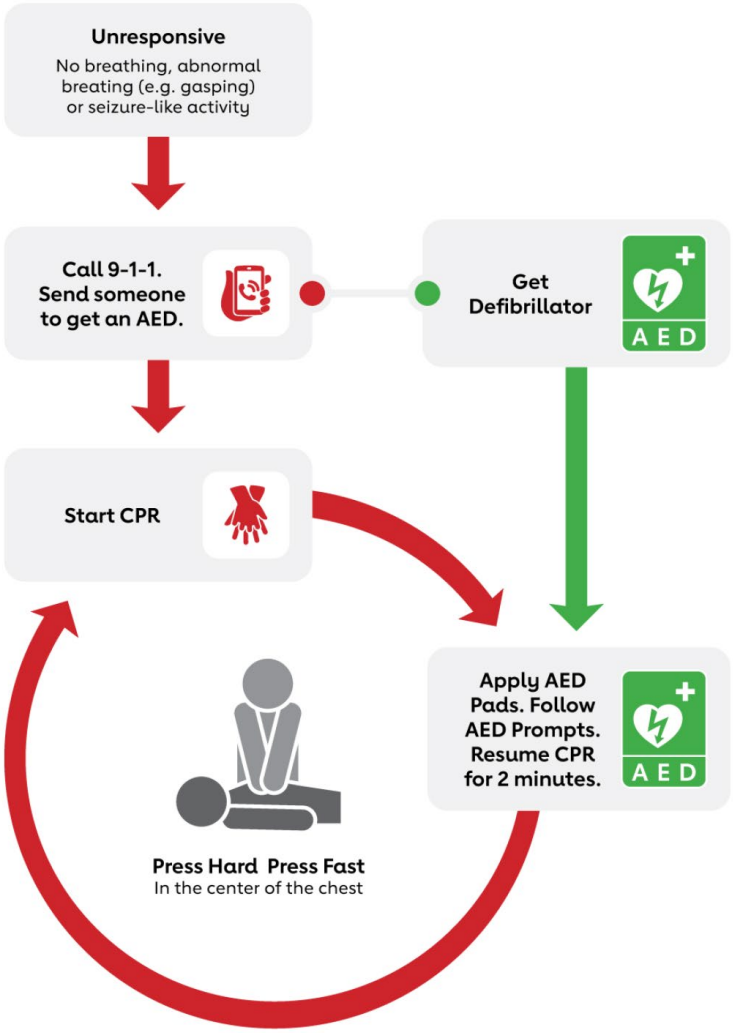
k. Copy the patient's emergency information for EMS.
l. Notify the patient's emergency contact (parent/guardian, spouse, etc.).
m. Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule or services.
n. Contact organization leadership (e.g., school district administration), human resources and/or other facility management (e.g., sports facility management).

9. Debrief

a. Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
b. An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the organization's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
c. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including crisis counselors.

Act Now. Save a Life.

Follow these steps to take action.



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Automated External Defibrillator (AED) Locations