

Comprehensive School Safety Plan

SB 187 Compliance Document

2021-22
School Year

School: El Rancho High School
CDS Code: 19 64527 1932706
District: El Rancho Unified School District
Address: 6501 S. Passons Blvd.
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Date of Adoption: 2/24/22

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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 AB 115. 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 1, 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 contains 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.

A copy of the Comprehensive School Safety Plan is available for review at : The School's Main Office.

Safety Plan Vision

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The safety vision at El Rancho High School is to create and maintain a secure learning and working environment for students and staff. By bringing together parents and the school community through various educational and social programs, like PBIS, we envision a school where all of our students, staff, and families feel safe, included, and respected. Our goal is to provide a safe, friendly, encouraging, and academically-rigorous learning environment for all school community members.

Components of the Comprehensive School Safety Plan (EC 32281)

El Rancho High School Safety Committee

The School Site Council delegated the responsibility to a Safety Committee made up of the principal, principal designee (assistant principal), a parent of a child who attends the school, a classified employee, a certificated staff member, and a school police officer. The Safety Committee met on February 9, 2022, to review and update the plan. The plan was presented to the School Site Council for approval on February 24, 2022.

Ongoing consultation is provided by the El Rancho School Police Department and the local law enforcement and first responders agencies. The school's Comprehensive Safety Plan was shared for review and approval by the different agencies prior to the annual March 1st deadline.

Assessment of School Safety

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

School site discipline referrals are addressed at the school site level according to the PBIS implementation plan. Such items include in-house suspension, Student Success Team (SST) referral, parent contact, behavior contract, and/or community/school service. Research shows that school achievement and success beyond school correlate with school attendance and completion of the instructional program. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including Proper notification of when and why students are absent. El Rancho High School sends a letter home when a student has four or more unexcused tardies in a four-week attendance period or more than two unexcused absences/truancies (a tardy of more than 30 minutes). The tardies and absences are cumulative for the school year. Parents are to call the school to notify us of an absence. The school office staff or teacher call home when a student is absent and the school hasn't been notified.

Data Reviewed to Assess Current Status of School Crime

Data Type Reviewed	Key Analysis	Findings
Review Positive Behavior Interventions and Supports (PBIS) and School Wide Information Systems (SWIS) behavior data each semester (School Summary and Additional Reports)	Review incident location, problem behavior, and trends in grade level referrals.	Due to the COVID-19 pandemic and the return to in-person learning after a year and a half of distance learning, student behavior issues have changed significantly. At the current time, many of the current students' needs have to do with emotional and social adjustments.
Review AERIES student information systems attendance reports monthly.	Identify students with chronic tardies and absences.	Due to the COVID-19 pandemic and the number of positive cases, attendance patterns continue to change on a daily basis.

Description of how Data was shared with SSC/Safety Committee

Data analysis and findings are shared with stakeholders periodically during School Site Council and Safety Committee meetings.

Additional Strategies/Programs to Maintain a High Level of School Success

Student Support Teams:

The school has a Positive Behavior Intervention and Supports Team and a Student Study Team process. These services are in place and supported by the principal, support team members, and inclusive of students' families. Embedded within the process includes Check and Connect to address social, emotional, and behavioral support for students for their overall well-being and success. There

are various ways in which families, staff, and students are able to access mental health services for school-based mental health and/or outside local community mental health agencies.

Threat Assessment:

The safety of students and staff is paramount to planning objectives and action steps to assess and address threats within the school's physical and social school environment. These are identified in Section H, A Safe and Orderly School Environment Conducive to Learning.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

See items A-J below.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

At El Rancho High School, anyone involved in the care and treatment of patients under the age of 18 are considered "Mandatory Reporters" and are required to report suspected cases of child abuse and neglect. According to Penal Code 11165.7, any mandatory reporter who fails to report will be fined or imprisoned. Mandatory reporters include the following professionals : Counselor, Day Care Worker, Licensed Practical Nurse, Registered Nurse, School official and Teacher.

If child abuse or neglect is suspected, immediately call the DCFS reporting hotline at (800) 540-4000.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Students BP 5141.4 (a)

CHILD ABUSE PREVENTION AND REPORTING

Child Abuse Prevention

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly. The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters. In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Child Abuse Reporting Steps are:

All staff members have mandated reporter obligations for child abuse and/or neglect. They are therefore required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school. An appropriate law enforcement agency may be one of the following:

- A Police or Sheriff's Department (not including a school district police department or school security department).
- A County Probation Department, if designated by the county to receive child abuse reports.
- A County Welfare Department/County Child Protective Services.

The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms for this purpose which require completion. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report may also be filed at the same time with the school district. School districts do not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglect.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

See School Emergency Response Plan binder in school's main office.

Training and Exercise Drills

At the beginning of each year, our staff reviews disaster procedures as part of the School Emergency Response Team's preparation. Additionally, students are taught safety drills and procedures for earthquake, fire, lockdown, and intruder on campus. These drills are regularly practiced and the school completes documentation throughout the year and submit logs to the district for tracking.

Public Agency Use of School Buildings for Emergency Shelters

The district will collaborate with public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The highest priority will be to maintain a high level of school safety and enable the school to comply with existing laws related to school safety.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Students BP 5144.1 (a)

SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

(cf. 6145 - Extracurricular and Co-curricular Activities)

Except in cases where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or other students. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Zero Tolerance

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion. The Superintendent or designee shall notify staff, students and parents/guardians about the districts zero tolerance policy and the consequences, which may result from student offenses. He/she shall also ensure strict enforcement of this policy.

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Codes 48911, 48915 and 48915.5)

BP 5144.1 (b)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

On-Campus Suspension Program

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee may establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated. The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may require the student's parent/guardian to attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit

the class voluntarily. The teacher also may consider informing the parent/ guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior. Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented by serious illness/injury/disability, absence from town, or inability to get release time from work. The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who actually lives with the student. (Education Code 48900.1) When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1) District regulations and school site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Decision not to Enforce Expulsion Order

In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the Board. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on case-by-case basis, pursuant to the requirements of law.

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant

to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur.

(20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)
(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365 The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530) A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the AR 5144.2(c)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions

applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

AR 5144.2(d)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

3. Determination that Behavior is a Manifestation of the Student's Disability:

When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior.

(20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability:

When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

AR 5144.2(e)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

AR 5144.2(f)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Legal Reference: (see next page)

AR 5144.2(g)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Legal Reference:

EDUCATION CODE

35146 Closed sessions re: suspensions

35291 Rules of governing board
 48203 Reports of severance of attendance of disabled students
 48900-48925 Suspension and expulsion
 49076 Access to student records
 56000 Special education; legislative findings and declarations
 56320 Educational needs; requirements
 56321 Development or revision of individualized education program
 56329 Independent educational assessment
 56340-56347 Individualized education program teams
 56505 State hearing
 PENAL CODE
 245 Assault with deadly weapon
 626.2 Entry upon campus after written notice of suspension or dismissal without permission
 626.9 Gun-Free School Zone Act
 626.10 Dirks, daggers, knives, razors, or stun guns
 UNITED STATES CODE, TITLE 18
 930 Weapons
 1365 Serious bodily injury
 UNITED STATES CODE, TITLE 20
 1412 State eligibility
 1415 Procedural safeguards
 UNITED STATES CODE, TITLE 21
 812 Controlled substances
 UNITED STATES CODE, TITLE 29
 706 Definitions
 794 Rehabilitation Act of 1973, Section 504
 CODE OF FEDERAL REGULATIONS, TITLE 34
 104.35 Evaluation and placement
 104.36 Procedural safeguards
 300.1-300.818 Assistance to states for the education of students with disabilities, especially:
 300.530-300.537 Discipline procedures
 COURT DECISIONS
 Schaffer v. Weast, (2005) 546 U.S. 549
 Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489
 M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044
 Honig v. Doe, (1988) 484 U.S. 305
 Management Resources:
 FEDERAL REGISTER
 Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
 WEB SITES
 California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>
 U.S. Department of Education, Office of Special Education Programs:
<http://www.ed.gov/about/offices/list/osers/osep>

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

AR 4158 (a)

4258

4358

EMPLOYEE SECURITY

Required Notice Regarding Violent Students

The Superintendent or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury that requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. (Education Code 49079)

Teachers shall receive the above information in confidence and disseminate it no further. (Education Code 49079) Teachers may be subject to discipline for divulging such information to persons who are not entitled to it.

The Superintendent or designee shall maintain the above information in a separate confidential file for each student. This file shall be kept at the school which the student attends. The principal or designee shall notify the teacher in writing when such a student is assigned to his/her class/program and ask the teacher to review the student's file in the school office. This notification shall not name or otherwise identify the student.

The principal or designee shall keep a record of the above notification. Teachers who will be notified are those who are likely to come into contact with the student, including the student's homeroom or classroom teachers, special education teachers, coaches and counselors. The teacher shall initial the student's file when reviewing it in the school office. A teacher's failure to review the file may be construed as a waiver of the district's liability, the district having made a good faith effort to comply with the notification requirement of Education Code 49079.

(cf. 3514 - Safety)

(cf. 5125 - Student Records; Confidentiality)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(E) Sexual Harassment Policies (EC 212.6 [b])

Students BP 5145.7 (a)

SEXUAL HARASSMENT

The Governing Board is committed to maintaining a school environment that is free from harassment. The Board prohibits sexual harassment and discrimination, including bullying based on gender, gender identity and gender expression, of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy and the administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131.2 Bullying)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender.
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not reported.
4. Information about the person(s) to whom a report of sexual harassment should be made.

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Family Life/Sex Education)

Complaint Process

Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g., a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.4 - Child Abuse Reporting Procedures)

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5131 - Conduct)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Confidentiality and Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 -

DISCRIMINATION AND HARASSMENT POLICY [Community Relations BP 1312.3(a)]

UNIFORM COMPLAINT PROCEDURES

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following:

Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

Community Relations AR 1312.3(a)

Compliance Officers

The district designates the individual(s) identified as follows as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with the law.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Interim Director, Human Resources

9333 Loch Lomond Drive

Pico Rivera, CA 90660

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable if another compliance officer is assigned to the complaint. In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated. The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover the current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Complaint Procedure and Timeline

- a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
- b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
- c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
- d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.
- e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances. If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision. In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision. Copies of the district's UCP are available free of charge.

Mediation

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process. Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint. Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation. In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation. A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631) The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Report of Findings

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, and respondent if there is one, a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim. If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:

- a. Statements made by any witnesses
- b. The relative credibility of the individuals involved
- c. How the complaining individual reacted to the incident
- d. Any documentary or other evidence relating to the alleged conduct
- e. Past instances of similar conduct by any alleged offenders
- f. Past false allegations made by the complainant

2. The conclusion(s) of law

3. Disposition of the complaint

4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different individuals

5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
- b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
- c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence

6. Notice of the complainant's and respondent's right to appeal the district's decision to the CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)- The Governing Board and El Rancho High School believes that appropriate dress and grooming contribute to a productive learning environment. El Rancho High School expects students to demonstrate personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction that interferes with the educational process. Students and parent/guardians shall be informed about the school dress code at the beginning of the year and when revisions are made. A student who violates the dress code shall be subject to appropriate disciplinary action.

Students BP 5132 (a) Gang-Related Apparel- The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. (cf. 0450 – Comprehensive Safety Plan) (cf. 5136 – Gangs)

GUIDELINES FOR SCHOOL ATTIRE:

1. Articles of clothing related to a group or gang who provoke others to act violently or to be intimidated by fear of violence shall not be worn on campus or at any school activity. This includes, but is not limited to:

Sweatshirt hoods may not be worn over the head.

Excessive wide, baggy and long pants/shorts. All pants/shorts must be worn correctly (e.g. on waist)

Any gang related attire is not permitted - to be determined by the school administration.

Any tagging related attire is not permitted (e.g. spray can or sharpie print shirts)

2. Clothing, jewelry and articles must be considered safe and free of sexually related, obscene or dangerous symbols. These items shall include but not limited to:

Spiked accessories or clothing

Back packs with gang tagged related graffiti

Chains of any size, including wallet chains

Belt buckle with dye-cut initial

Shoes must be worn at all times

No steel-toed shoes

4. No student is permitted to attend school if his/her appearance is disruptive to the educational process. Specifically considered inappropriate school attire is:

Shorts or skirts which are shorter than mid thigh. Shorts or pants with holes above mid thigh

Crop tops or bare midriff tops. Strapless or one strap halter tops

Sheer or revealing clothing.

Visible undergarments

Tops must be long enough to cover the tops of pants, or skirts completely around the waist. Shorts, skirts and dresses must maintain a decent length when standing, walking or sitting.

5. Printing on clothing, jewelry or articles such as backpacks should not depict or promote drugs, alcohol, tobacco, or any controlled substance. Clothing that expresses racial, ethnic or religious prejudice is not allowed.

NOTE: ERHS endeavors to ensure its dress code is enforced in a manner that treats all students equally irrespective of gender or social status. Students are encouraged to request review by multiple administrators, and may appeal any dress code decision to the principal. The dress code will be reviewed on a yearly basis to ensure that it continues to consider all students equally, both in its written policy and enforcement.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

El Rancho High School makes every effort to assure the safety and welfare of students, staff, parents, and visitors to the school by adhering to the procedures outlined below.

1. Students should not use alleyways when walking to school or designated bus stop.
2. Students should not stop at any parks in the neighborhood while walking to and from school or at designated bus stops.
3. Students should use a buddy system for walking to and from school or a designated bus stop.
4. Students should always use the crosswalk during a green light and never jaywalk. (At ERHS, this includes using the crosswalk at Haney St. rather than the corner at Marjorie).
5. Students shall stay out of the roadway and residential yards when walking to and from school and designated bus stops.
6. Students shall avoid strangers who attempt to approach or do approach them in an inappropriate manner while coming to and from school or a designated bus stop. Students shall report such incidents to the school office immediately.
7. Drivers are required to drive safely and wear seatbelts while driving on campus, in the school parking lot, and around the school.
8. Motorists are to follow California Department of Safety laws and follow existing drop-off and pick-up procedures for each site.
9. School staff and crossing guard will monitor student foot traffic and vehicle traffic to ensure safe ingress, when available.
10. All visitors to the campus must enter through the main office entrance and sign in as a guest. Individuals identified to check students out of school, must present valid picture identification and be listed on the student's emergency contacts.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

The School's Social Climate- People and Programs

Element:

Don's Code- Be Respectful, Be Responsible, Be Ready to Learn

Opportunity for Improvement:

Actions to support this area are provided below.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Decrease the number of tardies by 20%	PBIS Be on Time Initiative	Local Donations, Site Base funds	Assistant Principal - Student Services	PBIS team will review and evaluate success of different activities and inform staff.
Decrease minor ODRs by 5%	PBIS schoolwide lessons	Tier 1 PBIS site team	Assistant Principal - Student Services/ PBIS site coach	PBIS team will review and evaluate success of different activities and inform staff.
Decrease major ODRs by 5%	PBIS Tier 2 positive intervention teacher	Classroom, teacher, student classroom	Assistant Principal - Student Services/ teacher	PBIS team will review and evaluate success of different activities and inform staff.
Increase positive behaviors	Monthly recognitions	Local donations, site base funds	Assistant Principal - Student Services	PBIS team will review and evaluate success of different activities and inform staff.
Increase graduation rate by 2%	Counselor checks	Counselors	Assistant Principal - Curriculum / Instruction	Progress Reports, D/F Reports, 4 Year Plans.

Component:

The School's Physical Environment

Element:

Assure each student and staff member has a safe physical environment in which to learn, work, and socialize.

Opportunity for Improvement:

Actions to support this area are provided below.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Annual comprehensive school inspection	1. Annually, a comprehensive school inspection will take place. The inspection includes Systems, Interior, Cleanliness, Electrical, Safety, Structural and Exterior. 2. Action plans will be created to coordinate work to correct deficiencies with the site and district maintenance teams.	Staff walkthroughs/ Work orders	Assistant Principal-Business/Activities; Plant Manager	Daily Morning Campus Cleanliness and Safety Walk-through. Annual Facilities Inspection Tool (FIT).
Daily COVID-19 Cleaning	Cleaning and disinfecting schedule, frequently touched areas are disinfected several times per day	Cleaning agents provided for the cleaning of all frequently touched areas	Assistant Principal-Business/Activities; Plant manager	Regular cleaning/Disinfectant rotations, daily inspections/walk-through
All Teachers provided cleaning agents for the cleaning of tables and chairs as necessary	All school employees are provided with cleaning/disinfectant supplies in their classrooms and offices	Cleaning agents provided for the cleaning of all frequently touched areas	Assistant Principal-Business/Activities; Plant Manager	Staff Walkthroughs/Classroom inspections

Component:

Emergency Preparedness

Element:

Assure each student and staff member is aware of emergency procedures

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Annual training on school emergency procedures	1. Professional development for teachers and staff. 2. Rehearse emergency and active shooter situations. 3. Practice evacuation procedures and scenarios.	E.O.C committee, District personnel, Los Angeles County Sheriff, District School Police, and Emergency Operations team members.	Principal/ Assistant Principal - Student Services	Reviewed by the EOC and Safety Committee. Evaluation of different activities and next step planning.

Component:

Emergency Preparedness: Creating an environment that is safe for students and staff during the COVID-19 Pandemic.

Element:

Goal: Building systems through collaboration with Los Angeles County Public Health, Los Angeles County Office of Education (LACOE), El Rancho Unified School District staff, and parent groups. These systems are designed to establish protocols that provide safety, healthy interactions with others, and in-depth cleaning practices.

Opportunity for Improvement:

As conditions evolve through the COVID-19 crisis, having the ability to be agile, adjust as needed, and pivot towards new protocols as they are developed. Taking the guidance from county health, and in collaboration with LACOE, continue to create systems that stay focused on the daily safety of students and staff by putting all health concerns as the top priority.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Safe learning environments within the classrooms	Purchase Plexiglas barriers, space desks 6 ft apart, staff and students must wear face coverings at all times. Extensive cleaning of surfaces and classroom environments. Air purifiers in classrooms while staff and students are present.	Purchase of supplies using Federal and State funds provided for COVID-19 relief. Use of local vendors and catalog orders.	Assistant Principal-Business /Activities	Funding source from State and Federal funds identified for COVID-19 supplies and relief.
Flexible learning conditions for online and in classroom learning	Purchase of new laptops, document cameras, google classroom platform and teacher professional development.	Professional development provided by Information Technology, and Curriculum Instruction and Assessment. COVID-19 funds provided the ability to upgrade technology.	Assistant Principal-Curriculum/Instruction	Funding source from State and Federal funds identified for COVID-19 supplies and relief.
Follow social distance protocols, and Dept of Public Health and District guidelines	Physical distancing will be maximized as much as possible. Ensure parents, staff, and students are updated with all materials and guidelines related to Covid-19.	The established flow of students and staff is designed to minimize group interactions and enforce school site cohorts. The design and implementation of systems and procedures are established.	Assistant Principal-Business/Activities	Continued assessment of what works and what needs to be adjusted for compliance and sustainability.
Ensure the use of appropriate face coverings by all staff and students, and visitors	Follow established guidelines regarding face coverings. This might include for coverings to be worn on campus while indoors/outdoors, except while eating, drinking, or other activity when a face covering cannot be worn.	El Rancho High School will supply disposable masks/Front office/Nurses office and to all teachers	Assistant Principal-Business/Activities	Continued assessment based on LA County Public Health and Department of Education guidelines

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

El Rancho High School Student Conduct Code

Don's Code - Be Respectful, Be Responsible, Be Ready to Learn

Conduct Code Procedures

All students shall attend school punctually and regularly. They will comply with school and district rules; obey the reasonable directions and demands of the principal, teacher, and others in authority, be diligent in study and be kind and courteous to schoolmates. All students must maintain good personal health and safety standards in dress and must not dress in a manner that will not disrupt the educational program or other school activities. Students are expected to follow the Don Code:

Be Respectful

Be Responsible

Be Ready To Learn

Once a Don always a Don!

Students that do not follow the Don Code will be referred to Student Services and will result in disciplinary action that includes but is not limited to:

- Counseling
- Drug Referral Classes (LA CADA)
- Restorative Justice / Restorative Circles
- Conflict Resolution
- Community Service
- Parent Conferences
- Saturday School

BULLYING (Ed code 48900 A1, I, K, N, O, Q, R, .2, .4)

Engaging in an act of bullying or cyberbullying, such as intimidation, harassment, or threats towards staff or students, will not be tolerated on campus or at school events. All acts of bullying are taken seriously. Claiming that comments, gestures, or looks made in jest will not pardon the student from the consequences of such actions. Consequences for bullying/harassment may include suspension from school, referral to appropriate professional counseling, signing a Conflict Resolution Form, and recommendation for expulsion.

BULLYING PREVENTION

It is the belief of our school that every student and staff member is entitled to a safe school environment free from discrimination and bullying and in partnership with the District, it has an obligation to promote mutual respect, tolerance, and acceptance. To ensure bullying does not occur on our school campus, the District provides staff development training in bullying prevention and cultivates acceptance and understanding in all students and staff to build the school's capacity to maintain a safe and healthy learning environment. Also, the school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Bullying or harassment based on race, color, creed, national origin, ethnicity, gender, gender identity, gender expression, language, perceived or actual sexual orientation, physical or mental disability, political or religious ideology, physical appearance, or economic status, or association with a person or group with one or more of these actual or perceived characteristics is not acceptable and will not be tolerated. This policy applies to all acts while on school grounds, at a school-sponsored activity, while traveling to and from school, on a school bus, during any activity related to school attendance.

It is the expectation that teachers and the administration shall discuss policies, procedures, and practices with the students and will assure them that they need not endure any form of bullying. School administration and teaching staff are qualified to recognize, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. El Rancho High School has established goals based on the PBIS program that emphasizes bully prevention to support character education, positive behavior, and classroom management practices. Staff recognizes students and provides incentives as part of an ongoing focus to build a healthy environment to reduce classroom disruptions, promote respect and responsibility, and motivate student learning.

SCHOOL BEHAVIOR, DISCIPLINE, POSSESSION POLICY

The purpose of the following El Rancho High School discipline policy is to state the standards of conduct that students and faculty deem necessary for an effective learning environment. To encourage this atmosphere and to encourage student achievement, emphasis is placed on respect for self and others, as well as responsibility for the care of the property. Disciplinary steps will be taken as appropriate.

Every student must correctly identify himself/herself when asked to do so by any school employee and must be in possession of a school I.D. card at all times.

School Personnel are authorized to conduct searches, including personal property (cars, backpacks, cellular phones, etc) when there is reasonable suspicion that the search will uncover evidence that the student is violating the law or rules of the district or the school (Ed Code 49050).

All gym lockers are property of El Rancho High School and are subject to search by school personnel. The school is not responsible for lost or stolen property.

In the event a student exhibits any signs of alcohol consumption, the breathalyzer exam procedure may be used. It is not the intent of the District to randomly test students. It is the intent to have the breathalyzer procedure serve as a deterrent to students attending school or school functions after consuming alcohol. Breathalyzer exams will be conducted by school administrators or designees. The procedure will be administered in a secure area away from student traffic whenever possible and the results will be forwarded to the Principal for appropriate action. Parents will be notified when their student tests positive for the presence of alcohol.

Refusal to submit to the breathalyzer / Field Sobriety Test procedure will be considered to be a positive test for being under the influence. The student will be disciplined in accordance with district policy.

Even though an offense may not be listed in this handbook, students are expected to use common sense and good judgment. Logical consequences are determined by the administration in all situations, published or not.

A Major Offense may result in a citation or arrest by a School Police Officer or a Los Angeles County Sheriff Deputy.

Please review the ERUSD Parent-Student Handbook available at www.erud.org for district policies related to Student Services.

(K) Hate Crime Reporting Procedures and Policies

Students BP 5145.9 (a)

HATE MOTIVATED BEHAVIOR

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6146.6 - Multicultural Education)

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

(cf. 3515.3 - District Police Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

In addition, the district shall provide counseling and appropriate sensitivity training, and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance, and support, as necessary to those students who are the victim of hate-motivated behavior.

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

(cf. 4131/4231/4331 - Staff Development)

The El Rancho Unified School district shall provide age-appropriate instruction to help promote understanding of and respect for human rights. At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.

(J) Procedures to Prepare for Active Shooters

An Active Shooter on Campus involves one or more individuals armed with a firearm on school grounds who have already shot or attempted to shoot someone with the firearm AND at least one of the following factors applies:

Continues to shoot others

Actively seeks or attacks others

Has access to additional victims

If there is an active shooter incident, El Rancho High School will follow complete the following immediate response procedures :

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 remain in the locked classrooms or designated safe locations at all times.

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 or after an earthquake or any emergency where the building and its contents are perceived to be a threat to student safety.

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 assembly area is required such as during a Tsunami or large hazardous materials release.

All Clear:

This action is taken to notify teachers that normal school operations can resume.

Procedures for Preventing Acts of Bullying and Cyber-bullying

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Students BP 5145.9 (a)

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(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

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(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

Safety Plan Review, Evaluation and Amendment Procedures

Each year the Safety Committee reviews all aspects of the Safety Plan and Emergency Actions that may need to be taken. Throughout the reviewing and evaluation process, representatives from the different stakeholders will have the opportunity to provide feedback and input. The plan is presented to the School Site Council and the District for review and approval. The Superintendent receives consistent communication with the Los Angeles County Office of Education (LACOE), which allows the school sites to know the very latest in law enforcement, and fire department policies. Additionally, with the COVID-19 pandemic, the Superintendent, in collaboration with the Los Angeles County Public Health Office, and LACOE has offered support, collaboration, insights, and decisions that work towards supporting schools in educating students and keeping the staff and students safe. Ongoing consultation is provided by the El Rancho School Police Department and the local law enforcement and first responders agencies. The school's Comprehensive Safety Plan is reviewed and approved by the different committees and agencies prior to the annual March 1st deadline.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	ERUSD Central Office	(562)801-7300	
Law Enforcement/Fire/Paramedic	ERUSD School Police	(562) 801-7390	School Police Dispatch number
Law Enforcement/Fire/Paramedic	Pico Rivera Sheriff Department	(562) 949-2421	For emergencies dial 9-1-1
Law Enforcement/Fire/Paramedic	L.A County Fire Dept. Station 103	(562)942-1015	For emergencies dial 9-1-1
Public Utilities	Southern California Edison	(800) 611-1911	Number to report an outage
Public Utilities	Southern California Gas Company	(800) 427-2200	Number to report a leak or pipe damage
Local Hospitals	PIH Health	(562) 698-0811	For emergencies dial 9-1-1
Local Hospitals	Beverly Hospital	(323) 726-1222	For emergencies dial 9-1-1
City Services	Pico Rivera City Hall	(562) 942-2000	
Public Utilities	Pico Water District	(562) 692-3756	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Annual Review and training of the Comprehensive School Safety Plan (CSSP)/Emergency Preparedness Plan	December 13, 2021	
CSSP was written and developed by School Site Council (SSC) or Safety Planning Committee	February 9, 2022	
School Site Council Approval of CSSP Plan	February 24, 2022	
SSC/Planning Committee consulted with Law Enforcement agency		
SSC/Planning Committee consulted with the Fire Department		
Consulted with First Responder-School Officer, Mr. Danny Gomez		
Effective January 1, 2019, Assembly Bill 1747 expanded the requirement of this section as noted here		



EL RANCHO UNIFIED SCHOOL DISTRICT

Comprehensive School Safety Plan

2021/2022

Safety Plan Review, Evaluation, and Amendment Procedures:

El Rancho High School

Signature and Approvals

Safety Plan Review, Evaluation, and Amendment Procedures

Activity Description (i.e. review steps, meeting conducted, approvals, etc.)	Date	Signature
SSC/Planning Committee consulted with Law Enforcement agency	2/24/22	
SSC/Planning Committee consulted with Fire Department	3-3-22	
Consulted with First Responder – School Officer, Mr. Danny Gomez	2-27-22	

El Rancho High School Incident Command System

<div> <div>Incident Commander</div> <div>Kendall Goyenaga</div> </div>				
COMMAND	OPERATIONS	PLANNING & INTELLIGENCE	LOGISTICS	ADMIN/FINANCE
Safety Officer Shirley Lugo	Operations Section Chief Marla Diaz	P/I Section Chief Kendall Goyenaga	Logistics Section Chief April Leal	A/F Section Chief CBO
Public Information Officer Superintendent/CBO	Site Coordinator Marla Diaz	Report Coordinator Pauline Munoz	Supplies Coordinator Gerry Goyenaga	Secretary Pauline Munoz
Liaison SPO Dominguez	First Aid/Triage Coordinator Andres Centeno	Status Boards Coordinator Eloisa Trujillo	Staffing Coordinator of Volunteers Luz Revuelta	Recorder Pauline Munoz
	Police/Fire/Medical Coordinator Mark Montoya			
	Search & Rescue Team Coordinator Ray Pena			
	Campus Security Coordinator Mariaelena Saucedo			
	Parent Coordinator Ana Duran			
	Student Release Coordinator Elizabeth Jimenez			

Student Care Coordinator Delia Arriola
Mental Health Coordinator Stephanie Joseph

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Reference Site Binder: El Rancho High School School Emergency Response Plan

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

This occurs on site or by EOC, depending on circumstances.

Step Two: Identify the Level of Emergency

The level of emergency will be determined by the Emergency Officer In Command.

Step Three: Determine the Immediate Response Action

In the previous section of "Safe School Environment: Component 4", specific details were given as to the steps that are taking place to address specific emergencies. As circumstances change and protocols continue to evolve, adjustments and systems will change accordingly.

Step Four: Communicate the Appropriate Response Action

Professional Development Activities:

All school personnel receive appropriate professional development that includes training on the implementation of a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline and positive behavior interventions and supports policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response.

Counseling and Wellness Services:

Effective counseling and wellness services are available to all students (e.g., psychological and social services, attendance improvement, dropout prevention and recovery, and appropriate referral systems for different types of student support and counseling, as well as COVID Grief and loss support group, and a General Pandemic Support Group).

Additional Resources

Please consult the School Emergency Response Plan site binder for further details related to:

- Legal Requirements - Section 1
- National Incident Management System - Section 2
- Emergency Phases - Section 3
- School Emergency Response Team - Section 4
- Emergency Management - Section 5
- Emergency Maps - Section 6
- Evacuation Procedures - Section 7
- Emergency Response Supplies - Section 8
- Emergency Contact Information and Communication - Section 9
- Incident Response Procedures - Section 10
- Recovery Operation - Section 11
- Plan Maintenance, Training and Vital Record Retention - Section 12
- Homeland Security Advisory - Section 13
- Terms and Acronyms - Section 14
- Sample Parent Letters - Appendix A
- Four Phases of a Crisis - Appendix B
- Reunification Procedures - Appendix C

Types of Emergencies & Specific Procedures

Aircraft Crash

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

An airplane crash on or near the school site can pose a number of hazards, including damage/injuries from the impact, flying debris, hazardous materials spill, fires, explosions, structure collapse, mass casualties, and psychological distress. If a crash results in a fuel or chemical spill on the El Rancho High school property, the protocol for Biological or Chemical release will be followed.

Aircraft Crash Procedures

1. The principal 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 evacuation building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and local Police and provide the exact location (e.g., building or area) and nature of the emergency.
5. If on school property, the Security/Utilities Team 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 Incident Commander will direct the Fire Suppression/HazMat Team to organize fire suppression activities for the protection of students and staff as it is safe to do so until the Fire Department arrives.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident. A representative will call the District Office with information on this situation as appropriate.
9. Any affected areas will not be reopened until the County HazMat or appropriate agency provides clearance and the Incident Commander issues an authorization to reopen.
10. The Psychological First Aid/Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an Off-Site Relocation.
12. The Incident Commander will notify and update parents via district assistance.
13. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open a report on the incident.
14. 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

Animal Disturbance Procedures

1. The principal 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, local Police, or Animal Control, and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or First Aid/Medical 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 via district communication if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the Incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Armed Assault on Campus

General Procedures:

1. Assess the situation and remain calm.
2. Move away from the threat.
3. Notify the Incident Commander (IC) of the situation.
4. Call 911 Provide:
 - School Site name and location
 - Suspect description, the direction of travel
 - Number of shots fired
 - Location on campus
 - Hostage situation: victims, etc. Obey the Police. Everyone may be treated as a suspect.
5. Obtain accurate information:
 - Where in the building is the event occurring?
 - How many are involved (both perpetrators and hostages)?
 - What demands, if any, have been made?

6. Render appropriate assistance.

IC Responsibilities:

1. Direct 911 to be called.
2. Declare a LOCKDOWN.
3. Isolate the area.
***If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
4. Direct that all appropriate notifications be made.
5. Await the arrival of the police, and provide needed assistance.
6. Secure main office area and entrance to the school (if safe to do so)
7. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.
8. Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.

Teacher/Staff Responsibilities:

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder.
5. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
6. If not directly involved, follow instructions quickly and without comment.
7. When notified of the LOCKDOWN, follow established procedures.
 - a. Lock Doors: The door is not to be opened for anyone. All doors will remain locked until the "all clear" code or until law enforcement or school officials gain access to classrooms and other areas using master keys.
 - b. Direct students to Duck, Cover, and Hold On in the safest place possible.
8. Be able to account for all students under your control.
9. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.

Assault General Procedures:

1. Ensure the safety of students and staff first.
2. Notify office and administration.
3. Call the police if necessary.
4. Notify the First Aid Coordinator and provide medical assistance when necessary.
5. Seal off the area where assault took place.
6. Defuse the situation, if possible.
7. IC notifies police if the weapon was used, the victim has a physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact.
8. IC notifies parents of students involved in the assault.
9. Document all activities. Ask the victim(s)/witness(es) for their account of the incident.
10. Assess the counseling needs of victim(s) and/or witness(es).

Assault on Staff Member by Student General Procedures:

1. Provide medical attention for staff member.
2. Notify office and administration.
3. Determine if the victim wishes to make a police report of the incident. If a weapon was involved or the injury required more than minor first aid, the police must be called.
4. Complete intentional assault (where the student has attacked the staff member with intent to cause physical injury) or reckless assault (where the student has inadvertently struck a faculty member without personal regard) forms as appropriate.
5. Take statements and interview witnesses to consider depositions if the situation warrants.
6. Inform the student's parents or guardian.
7. Assess the need for disciplinary action.
8. Prepare for media coverage.

Biological or Chemical Release

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 principal or designee becomes the Incident Commander, activates the school ICS Team and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the 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 or local Police
3. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and the District will shut down the building's air handling system.
6. The Incident Commander will notify and update parents via district communications.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. 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 First Aid/Medical Team should evaluate and monitor exposed individuals.
9. The 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.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. 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 principal or designee becomes the Incident Commander, activates the ICS 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/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911 or local Police and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team 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.

6. The Incident Commander will notify and update parents via district.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. 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 First Aid/Medical Team should evacuate and monitor exposed individuals.
9. The 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.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. 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 principal or designee becomes the Incident Commander, activates the ICS 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 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/ Threat Of violence

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 the 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 principal, and then use the Bomb Threat Form to gather and record information about the call.

3. The site administrator would then contact the District Office

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

4. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls local Police 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.
5. If the school is directed to search for 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, the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
6. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
7. No attempt should be made to investigate or examine a discovered suspicious object.
8. The Incident Commander will notify and update parents via district.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
10. 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.
11. 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.
12. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
13. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
14. 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.
15. The Incident Commander may initiate an Off-site Relocation if warranted by changes in conditions.
16. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

Suspicious Package Procedures:

1. If a suspicious package or other object is found on or adjacent to campus, the principal should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS 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 hand-held 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 local Police and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via district.

7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
11. The Psychological First Aid/Crisis Team will convene and begin the process of counseling and recovery.
12. 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.
13. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete the Bomb Threat Report of the suspicious package.

Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or another emergency that occurs while students are on a school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio.

Bus Earthquake Procedures:

1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.
4. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
5. The principal or designee will notify the District Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via district.
7. If instructed by the bus supervisor to continue the route, the driver will:
 - If en route to school, continue to pick up students.
 - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop.
 - If there is no responsible adult at the bus stop or it is impossible to get to school, the driver will proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, the driver is to notify the principal and remain with the children until further instructions are received from the principal or designee.

8. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.

9. The driver will account for all students and staff throughout the emergency.

Bus Flood/Flash Flood Procedures:

1. The driver will NOT drive through flooded streets and/or roads.

2. The driver will take an alternate route or wait for public safety personnel to determine safety.

3. If the bus is disabled, the driver will stay in place until help arrives.

4. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.

5. The principal or designee will notify the district and/or Operations Coordinator of the incident.

6. The principal or designee will notify and update parents via district.

7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.

8. The driver will account for all students and staff throughout the emergency.

Serious Bus Crash or Bus Fire Procedures:

1. The driver will park the bus in a safe location.

2. The driver will set the emergency brake and turn off the ignition.

3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire.

4. The driver will check for injuries and provide appropriate first aid.

5. The driver will call 911 and local Police to provide the exact location of the bus and wait for arrival of emergency responders.

6. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.

7. The principal or designee will notify the district office and/or Operations Coordinator of the incident.

8. The principal or designee will notify and update parents via district.

9. The driver will stay with the disabled bus until help arrives.

10. The driver will account for all students and staff throughout the emergency.

11. The Bus Supervisor or other authorized user will open a report on the incident.

Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the perpetrator 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 a school administrator and/or School Police.

2. Staff will immediately notify the principal or designee.
3. The principal or designee becomes the Incident Commander, activates the school ICS 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 local Police 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 perpetrator in a calm, non-confrontational manner and request he or she to leave the campus. Avoid any hostile situations.
6. If the perpetrator 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 the district and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via district, as necessary.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open a report on the incident.
10. The Incident Commander and the team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation; the following procedures should be implemented in response to all earthquakes, regardless of magnitude:

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 principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the 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 Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.

6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
7. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The First Aid/Medical Team will set up the first aid station, check for injuries and provide appropriate first aid.
9. The Incident Commander will direct the Planning and Intelligence Team 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 Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will contact the district and/or Operations Coordinator to determine additional actions that may be necessary. Personnel will communicate conditions to the District's Emergency Operations Center.
12. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the local Police and Administrator of Operations.
13. The Incident Commander will contact the Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any damaged areas will not be reopened until the Facilities Team provides clearance and the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions at the school.
16. The Incident Commander will direct the Planning and Intelligence Coordinator or other authorized user to open a report on the incident.
17. 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 principal or designee becomes the Incident Commander, activates the school ICS 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 and local police that you are on campus before beginning a site assessment.

2. The Incident Commander should confer with the district and/or Operations Coordinator and 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 and district Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will contact staff members and parents via district.
4. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the School Police and Administrator of Operations.

Explosion or 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 principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and local Police, to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
4. 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.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring a student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via district.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
9. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
10. The Fire Suppression/HazMat Team should attempt to suppress small fires with extinguishers, if it is safe to do so.
11. The Planning and Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. 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/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the local Police and district.
16. Any areas affected by the explosion will not be reopened until the County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
18. 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 principal or designee becomes the Incident Commander, activates the school ICS 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 Assembly Area Team of missing students.
4. The school administrator will call 911 and local Police, and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the District Administrator of Operations and/or Operations Coordinator of the incident.
6. Staff should attempt to suppress small fires with extinguishers, if it is safe to do so.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. The Incident Commander will notify and update parents via the district.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
11. 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.
12. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to local Police and the district.
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
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.

Explosion or Risk of Explosion in Surrounding Area Procedures:

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter-in-Place Response action.
2. The Incident Commander will notify 911 and local Police 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 the district and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via district communications.
6. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
7. 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.

8. 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 Materials Procedures:

A nuclear blast is characterized by a sequence of intense light and heat, air pressure waves, expanding fireball, and subsequent radioactive fallout. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter-in-Place action.

1. 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.
2. The Incident Commander will notify 911 and local Police and provide details on the area and personnel affected at the school.
3. After the initial blast, ICS teams should provide first aid and extinguish fires. 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.
4. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the Safe School Plan for gas supply shut-off valve) and fans in the area; close and lock 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.
5. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
6. The Incident Commander will notify and update parents via district communications.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. The Incident Commander or Public Information Officer 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. The Planning and Intelligence team will complete a Damage Assessment Report and transmit it to local Police and the district Administrator of Operations.
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

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 principal or designee becomes the Incident Commander, activates the school ICS 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 local Police and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.

4. The Agency Liaison 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. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident. District personnel will call the Office of Communications with information on this situation.
6. 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 Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
8. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
9. The Incident Commander will notify and update parents via District communications.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
11. If needed, the Logistics Team Leader will notify Bus Dispatch to request buses for staff and student evacuation.
12. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Fire on School Grounds

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, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS 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 Assembly Area.
3. The Incident Commander will call 911 and local Police and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the fire. District personnel will call the Office of Communications with information on this situation.
5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The Fire Suppression/HazMat Team will suppress fires and initiate rescue procedures as it is safe to do so until the local Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify and update parents via district communications.

10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
11. If needed, the Logistics Team Leader will notify District Bus Dispatch to request buses for staff and student evacuation.
12. Any affected areas will not be reopened until the Los Angeles County Fire Department or appropriate agency provides clearance and the school administrator issues authorization to do so.
13. For fires during non-school hours, the Incident Commander and the District Administrator of Operations will determine if the school will open the following day.
14. 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."
15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the School Police and District Administrator of Operations.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station. In the event of a flood, the following guidelines should be followed as much as possible:

Incident Commander:

1. Determine if evacuation is required.
2. Notify the District Superintendent or District Office of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.
3. Instruct on the means of which students will be evacuated to a safer location. Other guidelines should be kept in mind if students are going to be transported by buses or cars.
4. Post a notice on the office door stating where the school has relocated and inform the District Office.
5. Monitor local radio and television stations for flood information.
6. Notify District Superintendent of school status and action taken.
7. Delegate a search team if students or staff have been determined to be missing.
8. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

General Staff:

1. If warranted, evacuate students using an evacuation plan.
2. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
3. Teachers will supervise egress from the classrooms into the designated Evacuation Area according to the established Emergency Evacuation Routes marked on the maps posted in every classroom and office.
4. Teachers will take their roll books to the evacuation site, take roll, and complete an attendance report.

5. Teachers will submit a report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Director.
6. If students or staff have been determined to be missing, a search & rescue team will conduct their duties.
7. Follow the Student Request and Release Procedures if school dismissal is warranted by the District Office. Students and staff will be notified if and when it is safe to return to the school site and/or building under the direction of emergency responders and in consultation with the Superintendent or designee. Do not return to school building until it has been inspected and determined safe by proper authorities.

Loss or Failure Of Utilities

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

This procedure addresses situations involving a loss of water, power, or other utility on the El Rancho High School grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or break in sewer lines.

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 principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, or Evacuate Building.
4. The Incident Commander will notify the Local District Maintenance Area or Local Police and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Local Maintenance Area 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. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the loss of utility service.
7. 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.
8. The Incident Commander will notify and update parents via District Communications.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
12. 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 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 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 both should be stored with the other emergency supplies. If Porta-Potties are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible ones for students with specific needs. Mark at least two of the Porta-Potties 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 Maintenance and Operations will obtain bottled water for the school. If schools are using the emergency water, 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 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:

- CA Fire Department

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. He/She may be able to use a waterless hand cleaner, but he/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 typically include flashlights 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 if it is dark outside. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and has 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 Department is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept at a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

2. Phone Systems - School phone systems have a battery back-up. This will allow the phones to operate without electricity for 1/2 hour. In addition, each school has a fax machine on a separate, direct, outside line that does not go through the IP phone system. In the event of a power outage, the fax line will still work and schools should keep 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" 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 access communication tools can supplement two-way radio communications.

4. Students On Ventilators - The students who use ventilators are provided with a small, portable generator to recharge the ventilator battery during a power outage. Typically, these students are dependent on medical devices to live.

5. 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 Alarm Company 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. 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 insure they abided the Fire Code.

6. 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 and your Area Food Services Director. They can arrange for food to be brought in from an offsite location. 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 a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

Public Safety Power Shutoff (PSPS) Site Checklist and Procedures

In the event of a sitewide loss of power, Principals should use the following guidelines for site safety. Guidelines and items in bold below should be implemented as soon as possible and prior to a PSPS:

Safely conduct a survey of usable and unusable areas during a PSPS. Relocate student areas which cannot be used without electricity to those that can be. Custodians should deploy provisional lighting to areas in order of necessity. Restrooms and dark hallways should be

Prioritized. Emergency plans should be updated to include provisional plans for a loss of power.

Designate a staff member who will be able to implement fire watch protocol in the event of a PSPS. Keep all radios on site charged at all times Internal Communication Ensure that red landline phones are working whenever possible. Encourage staff and families to have emergency contact information updated in Infinite Campus. In the event of a PSPS, please hold a staff meeting 15 minutes prior to the start of school to review: Emergency and fire watch procedures, communication procedures, instructional procedures. Debrief meetings with staff should be held in order to ascertain future improvements. Ensure all staff has a paper tablet in order to 'run' messages to the office when necessary. District and site administration should be circulating, visible and available for teachers when possible Instruction Teachers should have emergency power outage plans in place which will be usable in a PSPS event. Prepare all necessary materials in advance. Schools will be paired with another site in order to provide instructional materials when possible.

Nutrition:

Staff and students will be encouraged to bring snacks and food from home. Or have snacks available. Discuss plan for PSPS with child nutrition staff. Prepare outdoor areas for students in the case the site cannot safely accommodate students without power.

Attendance:

Prepare paper rosters in advance for attendance purposes. Families will be notified that attendance during a PSPS is at their discretion, however, student attendance should always be called in as a safety measure.

Other:

Review reunification plans and post. Notify the supervisor of any immediate and urgent safety concerns. Notify the custodial department of any custodial needs which may arise as a result of a PSPS.

Plan for a Loss of Water:

Toilets:
Drinking Water:
Food Service:
Fire Suppression System (if applicable):
Plan for a Loss of Electricity:
Ventilation:
Electric Lights:
Plan for a Loss of Natural Gas:
Food Service:
Plan for a Loss of Communication:
Telephone Service:
Intercom:

Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to the section on Biochemical or Chemical Release.

General Procedures:

1. Based on the location and extent of the crash, the IC will declare a LockDown – Response or evacuation.
2. If an evacuation is declared, students and staff will follow standard evacuation procedures. IC will determine the safest location for the evacuation site.
3. Call 911.
4. The IC will direct members of the School Emergency Response Team (search & rescue) will secure the area surrounding the crash to prevent unauthorized access, until the police arrive.
5. The IC will direct the search & rescue team to perform fire suppression activities, if necessary until the fire department arrives.
6. The IC will direct the first aid team to check for injuries and provide appropriate first aid.

Pandemic

The Governing Board is committed to providing a safe learning environment for students and staff. In the event of a Pandemic, the District will coordinate with the local Los Angeles County Department of Public Health, the State Department of Public Health (CDPH), and the California Department of Education (CDE) to take appropriate remedial actions to ensure the safety of all students and staff. The El Rancho Unified School District will cooperate with any and all State and County health orders issued to protect the health and safety of students and staff.

At El Rancho High School we developed safety protocols for students and staff for entering and exiting campus. The Safety Protocols at El Rancho High School are as follows :

Safety Protocols for Staff Entering Campus:

Any staff member that is reporting to campus is required to complete the Self Screener. The Self Screener is located on the El Rancho Don page. This information can be found on the “Staff” tab. Be sure to click on Staff, Tools, and Campus Access. Scanning the QR code will need to be done upon entry and exit from El Rancho High School. Please be sure to adhere to our Safety Protocols and procedures.

Entering El Rancho High School Campus:

Be sure to scan the QR code located on the El Rancho Don Page located on the “Staff” tab, click on Staff, Tools, then Campus Access. Be sure to enter through the Administration building located in front of El Rancho High School.

All staff must walk in through the double glass doors.

Temperature checks will be done using a thermal camera located in the front office.

Please Do Not Come on Campus if:

You are under Health Officer Isolation or Quarantine Orders.

You have a fever of 100.4 or more.

You are experiencing symptoms including a persistent cough, shortness of breath, sore throat, or new loss of taste or smell.

You have taken fever-reducing medication to reduce a fever in the last 24 hours.

You live with and/or have been exposed to a person who tested positive for Covid-19 or had Covid-like symptoms within the last 14 days unless you are fully vaccinated.

While you are on campus:

Refrain from gathering.

Wear a mask at all times.

Sanitize/wash your hands frequently.

When you leave campus:

Make sure your classroom is secure.

Sign in and out using the QR code. The QR code has been posted on the El Rancho Don page and is posted in the main office/Administration building.

Psychological Trauma

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

As a result 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.

OTHER IMPORTANT DEFINITIONS

Trauma

Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological First Aid (PFA)

PFA is an evidence-informed modular approach to help children, adolescents, adults and families in the immediate aftermath of traumatic events, disasters and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff and parents/guardians.

MULTI-TIERED CRISIS RESPONSE TEAM MODEL

There are three tiers of crisis response: school site, local district and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the District office, or a combination thereof.

A. Tier I: School Site Crisis Response

School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The school site crisis team determines if there is a need for additional assistance from the local district crisis team. The school site crisis team may be activated as part of the Incident Command System (ICS) Team during an emergency or

disaster, or may be activated as a stand-alone team, depending on the incident.

B. Tier II: District Crisis Response

The school site administrator/designee contacts the District Operations administration or supervisor for support and assistance if the crisis response required is beyond the scope of what the school site crisis team can provide. Assistance from the District crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Psychological Trauma/Crisis Procedures:

1. As the Incident Commander, the principal or designee activates the school ICS Team, including the Psychological First Aid/Crisis 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 Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Incident Commander will notify the District Administrator of Operations and/or Supervisor and request additional resources as necessary.
4. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident, documenting the actions of the Crisis Team.
5. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
6. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
7. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response:

The following are general preparedness, response and recovery protocols for the administrator/ designee to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness

1. Establish a school site crisis team. School site crisis team members should be composed of school staff, such as administrators, school psychologists, counselors and other specialized support staff. School site crisis team composition will vary by school and must be staffed by District employees only. Staff on the school site crisis team should be informed of their roles and have opportunities to participate in preparedness activities.
2. Schedule regular school site crisis team meetings. School site crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery. School site crisis team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:
 - a. Define the roles of the school site crisis team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the school site crisis team, such as teachers, clerical, new, substitute, before and after-school staff, and volunteers).
 - b. Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.
 - c. Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment and reunification, utilizing the areas identified in the Safe School Plan.
 - d. Provide/coordinate staff development and training on identified topics (e.g., Psychological First Aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and selfcare). For support with staff development and training, contact District Operations administration or Supervisor
 - e. Develop strategies to mitigate long-term impact on student mental health, well-being and academic achievement by re-engaging students in the learning process.

f. Identify school and community-based resources.

B. Response

The following are general procedures for the administrator/designee to respond to crisis situations at the school site.

1. Ensure Campus/Office Safety

- a. Call 911 for immediate, emergency life threatening situations.
- b. Call local police for assistance at the school site or school related activity.
- c. Secure site and implement lockdown, if necessary.
- d. Activate the ICS team, as needed.
- e. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services.

2. Determine Facts, consider some of the following questions when gathering information to determine the appropriate response for the situation:

- a. What happened?
- b. Who was involved?
- c. How were they involved?
- d. How did it happen?
- e. Where and when did it happen?
- f. What caused the crisis?
- g. What is the condition of those involved?
- h. Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?

3. Notify

- a. District Operations Administration/Supervisor as soon as feasible.
- b. Administrator/designee of co-located schools.
- c. Administrator/designee of other school sites that could be affected by the crisis.
- d. Other offices, as appropriate

4. Assess

The school site crisis team meets to assess the impact and severity of the incident and determine the level of crisis response needed. Their assessment will guide the response and recovery methods. Variables to consider when assessing the impact of the crisis include:

- a. Type of incident
- b. Number of students and staff that might be affected

c. Emotional proximity to the crisis incident, including the relationship of the involved individual(s) to the school community. The impact to the school may be affected by the degree to which the individual(s) were active in the school community.

d. Physical proximity to the crisis incident

e. History of other crises at the school or for those involved in the current crisis

f. Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday)

g. School and community resources available

5. Develop Action Plan

Crisis response and interventions will be determined by the impact and severity of the incident. The action plan developed by the team should be documented and managed by the school site administrator/designee.

Actions may include:

- Communication
- Logistics/Operations
- Psychological Triage/Crisis Counseling
- Incident Debriefing
- Documentation
- Important Considerations
- Recommendations for Short and Long-Term Recovery

The Crisis Team will provide on-going assessment of needs and follow-up services as required.

Psychological First Aid: Responding to Crisis Incidents

1. LISTEN to what they say and how they act.

- Address the feeling(s)/behavior(s) as soon as possible.
- If a student wants to talk, be prepared to listen and focus on what they say and how you can be of help.
- Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
- Express compassion and calmness in your statements as well as nonverbal behaviors.

2. PROTECT by maintaining structure, stability, and consistency.

- Maintain daily routines, activities, and structure with clear expectations and consistent rules.
- Provide supervision and consistency to encourage successful outcomes.
- Give information that is accurate and age-appropriate.
- Keep the environment free of anything that could re-traumatize the student.
- Validate the student's life experience.
- Maintain confidentiality as appropriate.

3. CONNECT through interaction, activities and resources.

- "Check in" with student(s) on a regular basis.
- Become familiar with learning support staff at your school (Psychiatric Social Worker, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).
- Encourage interactions, activities, team projects with friends and teachers.
- Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).

Note: Consult with CPS if you suspect child abuse and/or neglect.

4. MODEL calm and optimistic behavior.

- Model healthy responses by remaining calm, courteous, organized and helpful.
- Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
- Take constructive actions to assure safety.
- Monitor conversations that students may engage in or hear.
- Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
- Practice self-care.

5. TEACH about normal changes that can occur when traumatized.

- Student(s) may have different reactions even to the same event.
- Encourage students to identify and use positive coping strategies to help them after the event.
- Help your students to problem solve to get through each day successfully.
- Help students set small “doable” goals and share in these achievements as “wins.”
- Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

Suspected Contamination of Food or Water

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 central 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 principal or designee becomes the Incident Commander, activates the school ICS 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
 - Local Police
 - Los Angeles County Department of Health Services
 - District Food Services
 - District Nursing Services
 - Local District Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Leader will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The Planning and Intelligence 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 via district communications.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.

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

Tactical Responses to Criminal Incidents

Any response to criminal incidents will involve local law enforcement agencies. Preserving areas of evidence will take place until law enforcement arrives on the scene.

Unlawful Demonstration or 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 principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate Immediate Response Action, which may include a modified Lockdown.
3. The Incident Commander will notify local Police to request assistance and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
5. The Security Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
6. If students leave the campus, the Incident Commander, in consultation with the Security Team, will designate appropriate staff members with radios and cell phones to accompany them. These staff members will attempt to guide and control the actions of students while off-site.
7. 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.
8. The Planning and Intelligence Team's Documentation Unit should keep an accurate record of events, conversations, and actions.
9. All media inquiries will be referred to the school's designated Public Information Officer, who will also monitor local news outlets and initiate further actions as appropriate.
10. The Incident Commander will notify and update parents via district.
11. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
12. 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.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Emergency Evacuation Map

Maps of the interior of all buildings, exterior of school grounds, and aerial photos are essential to develop an emergency evacuation plan. In addition to copies of unaltered maps of the facilities, maps indicating the entrances and exits (including perimeter fencing), fire extinguishers, fire alarm pull boxes, telephones, telephone network hubs, tool storage, camera locations, fire suppression system in kitchen, evacuation routes (primary and secondary), utility shut offs, access roads, Command Post locations, and emergency supply storage locations shall be developed and kept with the emergency vital records to be deployed with the Incident Commander in the event of an Emergency. In addition to maps covering the entire facility, evacuation maps shall be placed in each classroom. These maps will include the primary and secondary evacuation routes, and interior safe area, and placed near the door at eye level of the students.

School Floor Plan:

School floor plans should be attached to this School Emergency Response Plan. You may need to use several different floor plans to complete and identify all of the necessary components of the School Emergency Response Plan.

1. Evacuation Sites and Routes.

This floor plan should include the following:

- a. Entrances (including perimeter fencing). Be sure to number all entrances and gates.
- b. Master evacuation routes
- c. Command Posts
- d. Fire extinguishers
- e. Fire alarm pull boxes
- f. Shut-off valves (electric, natural gas, water, etc.)
- g. Telephones (if every room has a telephone – include telephone extensions in the plan)
- h. Telephone and Network hubs
- i. Tool storage
- j. Camera locations
- k. Fire suppression system in kitchen
- l. Dead communication areas
- m. First Aid and Emergency Supplies

Identify the Emergency Operations at your evacuation site. This map should include the following:

- a. Command Post
- b. First Aid Station
- i. Triage
- ii. Casualty Collection Point/Morgue
- c. Emergency supplies
- d. Student release point
- e. Assembly area

Aerial Maps:

These maps will identify additional threats and resources surrounding your facility.

Insert the location and contact information for each of the following areas:

Command Post or Emergency Control Area Location/Contact Information

Primary Command Post

Secondary Command Post

Primary Evacuation Site

Secondary Evacuation Site

Off-Site Command Post

Media Staging Area (outside school)

Parent Staging Area (outside school)

Media Staging Area (inside school)

Parent Staging Area (inside school)

Interior Safe Area *

Other:

* List alternate sites for each classroom inside the school. Include diagram of floor plan

Primary Command Post:

The primary Command Post is always the main office. The secondary Command Post will only be used if the primary Command Post is taken out (hostage situation, explosion, etc.).

Insert the location and contact information for each of the following areas:

Command Post of Emergency Control Area

Primary Command Post

Secondary Command Post

Primary Evacuation Site

Secondary Evacuation Site

Off-Site Command Post

Media Staging Area (outside school)

Parent Staging Area (outside school)

Media Staging Area (inside school)

Parent Staging Area (inside school)

Interior Safe Area

Location/Contact Information

Sample-Main Office Ext.

Sample-Cafeteria Lounge

Sample- Fields

Sample-School Site

Sample-Parking lot

Sample-Gate on

Sample-Gate on

Sample-Cafeteria

Sample-Cafeteria

Sample-Nearby classroom

Other:

Secondary Command Post:

The secondary Command Post must meet the following criteria:

1. Access to the secondary Command Post without passing the primary Command Post
2. Ability to house 8-10 adults
3. Communication system (telephone, fax line, etc.). Ideally the room will have access to the P.A. system.
4. An Emergency Response Kit should be kept in both Command Posts, as well as emergency contact information for both students and staff.

Primary Evacuation Site:

Evacuation site located on school property – ball fields and playgrounds are excellent

The evacuation route for each classroom must be posted in the classroom.

Secondary Evacuation Site:

A secondary evacuation site must be identified in the event the evacuation must take students and staff further away from the building than the primary evacuation site or in the event of inclement weather during an evacuation. Consider another school, public building or church. Arrangements must be made with the administrators of that building as part of the planning process. A safe passage route must be mapped out and included in this plan. Include a copy of the site map for the secondary evacuation site in this plan.

Off-Site Command Post:

Indicate the area where the Command Post will be set up during an emergency that

requires an evacuation. Notate the Command Post in both your primary and secondary evacuation sites.

Media and Parent Staging Area Outside of School:

Identify an area where parents and media can congregate during an emergency. Portable classrooms and other buildings that are not connected to the affected area are excellent examples.

Inside of School:

Identify an area within the school where parents and media can congregate during an emergency. This area must be away from the affected area within the school. Parents and Media will only be allowed into the building with police approval.

Note: Staging areas for parents and media should be separate. Ensure the parent/media coordinator remains in this location.

Interior Safe Location:

Each classroom should have a designated safe location inside the school in the event that the classroom must be evacuated to a safer area. This location would be used in the event of an exterior hazard in the school area. Avoid areas with a great deal of glass or ceiling span (gymnasiums or lunchrooms).

**EMERGENCY PREPAREDNESS PLAN
EL RANCHO HIGH SCHOOL**

Revised 11/2021

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**EMERGENCY PREPAREDNESS PLAN
EL RANCHO HIGH SCHOOL
Revised 10/2021**

TEAM	PERSONNEL	RESPONSIBILITIES	EQUIPMENT/SUPPLIES/LOCATION
<u>TEAM #1 (21)</u> YELLOW CAPTAIN: Natalie Macias	M-1: Walsh Barry M-2: Gabriella Rojo M-4: Valorie Melendrez M-5: Haley Berryhill M-6: Soledad Villanueva N-2: Rita Knarreborg N-3: Victor Orihuela N-4: Sandra Tapia W-1: Richard Munoz W-3: Vincent Truong X-1: Paul Zeko X-3: Joel Francisco X-4: Jennifer Eckenrode X-5/6: Cindy Dorado Y-2: Jesus Magdaleno Y-3: Patricia McCaw Y-4: Cindy Dorado Y-5/X-7: Andy Chiang Y-6: John Crone Y-7: Justin Diaz Z-2: Adam Ferris Z-4: Alan Nelson	1) Take a copy of your up-to-date class roster. 2) Walk through the Service Road to the Football Field. Enter through the gate nearest the Scoreboard. 3) Teachers line-up students in the Northwest area of the Football field. 4) Account for all students in your class. 5) Report to Team Captain to account for everyone and report missing students/staff.	1) Class Roster 2) Football Field- Northwest Section

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**EMERGENCY PREPAREDNESS PLAN
EL RANCHO HIGH SCHOOL
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TEAM	PERSONNEL	RESPONSIBILITIES	EQUIPMENT/SUPPLIES/LOCATION
<u>TEAM #2 (26)</u> BLUE TEAM CAPTAIN: Nancy Nasouf	O-2: Ana Colmenares O-3: Daniela Aparicio O-4: John Phan O-5: Tammy Esquivel-Torres O-6: Genesis Rivera Gonzalez O-7: Elizabeth Hernandez O-8: Xenia Castillo P-1: Gerry Goyenaga P-2: Christine Kim P-3/P-4: Maribeth Sythe	1) Take a copy of your up-to-date Class Roster. 2) Walk through the Service Road to the Football Field. Enter the Football Stadium through the gate by west home restrooms. 3) Teachers line-up students in the	1) Class Roster 2) Emergency Backpack 3) Football Field- Southwest Section

EMERGENCY PREPAREDNESS PLAN
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TEAM	PERSONNEL	RESPONSIBILITIES	EQUIPMENT/SUPPLIES/LOCATION
TEAM #3 (31) RED TEAM CAPTAIN: Molly Baril	A-102: April Farris A-103: Pablo Gomez A-104: David Retana A-105: Christina Chavez A-201: Thomas Jimenez A-203: Elizabeth Gregg A-204: Marcy Lamer A-205: Charissa Zeko A-206: Christina Mata A-207: Katelyn Ball A-208: Parvin Qureshi A-209: Christina Padilla A-210: Kelly Norris A-211: Megan Kerr Jamee Martinez G-1: Delia Arriola G-2: Yami Flores Orihuela G-3: Karen Maldonado G-4: Oscar Rivas H-1: Copy Room H-2: PDC H-3: Philipp Rojo H-4: Raul Elias I-1: Colleen Valle I-3: Mandy Jepsen I-4: Adrian Medrano I-6: Stephanie Senteno I-7: Jennifer Berry I-8: Steven Francis	1) Take a copy of your up-to-date class roster. 2) Walk through First (eastern) Hallway and Quad to the Football Field. Enter through the gate nearest the home side Snackbar. 3) Teachers line-up students in the Northeast area of the Football field. 4) Take attendance to account for all students in your class today. 5) Report to Team Captain to account for everyone and report missing students/staff.	1) Class roster 2) Emergency backpack 3) Football Field- Northeast Section

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TEAM	PERSONNEL	RESPONSIBILITIES	EQUIPMENT/SUPPLIES/LOCATION
TEAM #4 (29) GREEN TEAM CAPTAIN: Patsy Celiz	J-1: Carlos Melgar J-3: Roger Sanchez J-4: Mia Leos J-6: Irene Martinez J-7: Stephen Whittier J-8: Matt Sanchez K-101: Megan Backovich K-104/8: Ryan Porter K-105: Emily Waldron K-201: Eddie Haro K-202: Aubree Kalinowsky K-203: Abigail Martinez K-204: Saul Tinoco K-205: Andrew Arredondo K-206: Mike Celiz K-208: Jose Coliantes K-209: Judithanne Goulette Library -Kathy Metaxas/Library tutors Library Pod : Rodney Perez/Moises Garcia/Andy Aquino L-1: Soledad Villanueva L-2: Melinda Aguilar L-3: Collene Valle L-4: Rosemary Villanueva L-5: Martin Martinez L-6: Nadine Segal L-7: Juventino Gutierrez L-8: Rosa Ramirez	1) Take a copy of your up-to-date Class Roster. 2) Walk through First Hallway and Quad to the Football Field. Enter through the gate nearest the Softball. 3) Teachers line-up students in the Southeast area of the Football field. 4) Account for all students in your class. Take Attendance. 5) Report to Team Captain to account for everyone and report missing students/staff.	1) Class roster 2) Emergency backpack 3) Football Field- Southeast Section

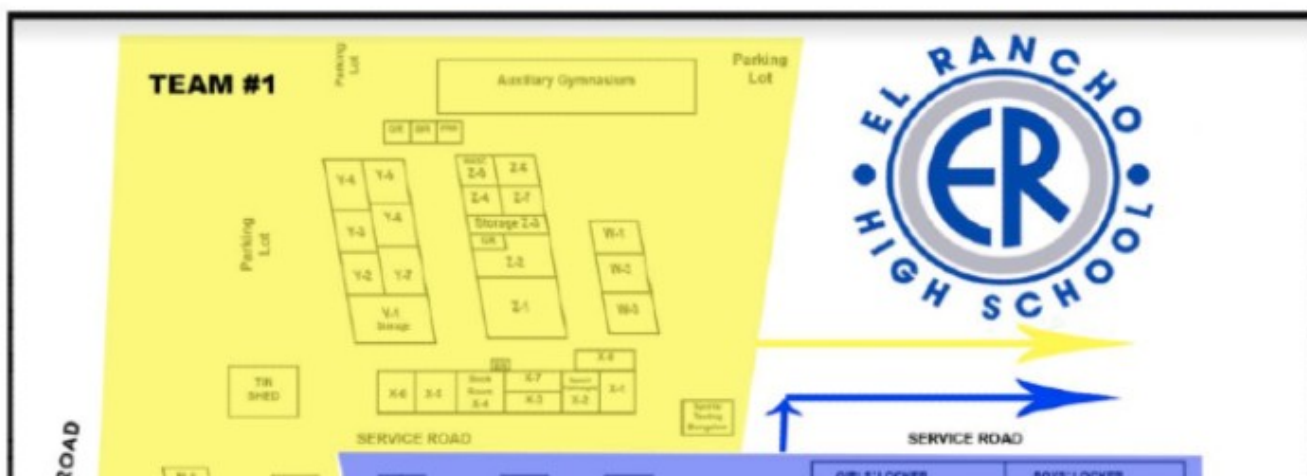
EMERGENCY PREPAREDNESS PLAN
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TEAM	PERSONNEL	RESPONSIBILITIES	EQUIPMENT/SUPPLIES/LOCATION
<u>TEAM #7 (16)</u> SEARCH & RESCUE TEAM CAPTAINS: Ray Pena APRIL LEAL	SPO Johnny Dominguez <u>Maintenance Staff (Daytime)</u> Mark Montoya* Sylvia Hernandez Richard Garcia Juan Castaneda Marielena Saucedo <u>School Safety Officers (SSO)</u> Ruben Rios Denise Medina Gabriel Sandoval Chris Andrade Berenice Vazquez	Search & Rescue: Check Campus for people who did not report to Team Captains * Turn off Gas if appropriate ** Check Building Damage *** Ascertain if it is safe to return to buildings Pick up First Aid Equipment and Deliver to Medical Team	Keys- Located in Safe Four Bullhorns Pick up First Aid Equipment from: 1) Sports Medicine Room on North Service road near Boys Locker room 2) Career Center next to the printer 3) Tin Shed Entrance 4) PCR

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TEAM	PERSONNEL	RESPONSIBILITIES	EQUIPMENT/SUPPLIES/LOCATION
TEAM #8 (8) AFTER SCHOOL TEAM TEAM CAPTAIN: Manuel Rodriguez	<u>Night Custodians</u> Ron Telles Teresa Osorio David Aguirre Josue Aguilar Fernando Montes-Garcia Servando Garcia	1) Check campus for damage 2) Turn off Gas/ Water if appropriate 3) Evacuate any people in buildings being used at night 4) Complete Damage report and rope off any unsafe areas	Meet in Center of Quad





EL RANCHO UNIFIED SCHOOL DISTRICT

Comprehensive School Safety Plan


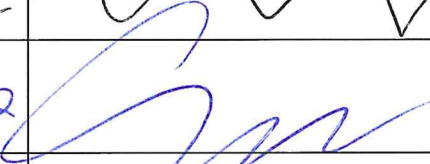
2021/2022

Safety Plan Review, Evaluation, and Amendment Procedures:

El Rancho High School

Signature and Approvals

Safety Plan Review, Evaluation, and Amendment Procedures

Activity Description (i.e. review steps, meeting conducted, approvals, etc.)	Date	Signature
SSC/Planning Committee consulted with Law Enforcement agency	2/24/22	
SSC/Planning Committee consulted with Fire Department	3-3-22	
Consulted with First Responder – School Officer, Mr. Danny Gomez	2-22-22	