

Comprehensive School Safety Plan

**2024-2025
School Year**

School: Sunol Glen Elementary School

CDS Code: 01 75119 6002711

District: Sunol Glen Unified School District

Address: 11601 Main St., Sunol, CA 94586-9519

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Table Of Contents

Comprehensive Safety Plan Purpose	3
Safety Plan Vision	3
Components of the Comprehensive School Safety Plan (EC 32281)	4
Sunol Glen Elementary School Safety Committee.....	4
Assessment of School Safety.....	4
Adaptations for Students with Disabilities.....	6
Public Agency Use of School Buildings for Emergency Shelters.....	6
Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-O)	7
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	8
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	12
Disaster Plan.....	12
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	14
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	16
(E) Sexual Harassment Policies (EC 212.6 [b]).....	18
NOTICE OF TITLE IX NONDISCRIMINATION.....	18
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	26
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	28
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	29
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	30
Sunol Glen Elementary School Student Conduct Code.....	30
(J) Hate Crime Reporting Procedures and Policies.....	33
(K) Procedures to Prepare for Active Shooters.....	34
(L) Procedures for Preventing Acts of Bullying and Cyber-bullying.....	36
(M) Opioid Prevention and Life-Saving Response Procedures.....	39
(N) Response Procedures for Dangerous, Violent, or Unlawful Activities.....	40
(O) Instructional Continuity Plan.....	43
Safety Plan Review, Evaluation and Amendment Procedures	44
Safety Plan Appendices	45
Emergency Contact Numbers.....	45
Safety Plan Review, Evaluation and Amendment Procedures.....	45
Sunol Glen Elementary School Incident Command System.....	47
Incident Command Team Responsibilities.....	48
Emergency Response Guidelines.....	49
Step One: Identify the Type of Emergency.....	49
Step Two: Identify the Level of Emergency.....	49
Step Three: Determine the Immediate Response Action.....	49
Step Four: Communicate the Appropriate Response Action.....	49

Types of Emergencies & Specific Procedures.....	50
Aircraft Crash.....	50
Animal Disturbance.....	50
Armed Assault on Campus.....	50
Biological or Chemical Release.....	51
Bomb Threat/ Threat Of violence.....	52
Bus Disaster.....	53
Disorderly Conduct.....	54
Earthquake.....	54
Explosion or Risk Of Explosion.....	55
Fire in Surrounding Area.....	56
Fire on School Grounds.....	56
Flooding.....	57
Loss or Failure Of Utilities.....	57
Motor Vehicle Crash.....	58
Pandemic.....	59
Psychological Trauma.....	59
Suspected Contamination of Food or Water.....	60
Tactical Responses to Criminal Incidents.....	60
Unlawful Demonstration or Walkout.....	60
Emergency Evacuation Map.....	62
Emergency Plan For Students with Special Needs.....	64

Comprehensive 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 office.

Safety Plan Vision

The Sunol Glen Unified School District's Comprehensive Safety Plan aims to prepare and train school employees and students to respond to emergencies. This plan will provide a foundation to minimize injury and loss of life. Protecting students, employees, and facilities is the primary importance.

The following information is designed to provide instructions in an emergency and outlines the responsibilities to safeguard students before, during, and after an emergency.

School employees will remain with students in a catastrophic emergency until parents or guardians can pick them up. If parents are prevented from reaching the school, the District will provide care and shelter until students and parents can be united. Sunol Glen Unified School District will remain open indefinitely until every child has been released or transported to an emergency center for proper care and shelter. Students will not be released in an unsafe situation.

Components of the Comprehensive School Safety Plan (EC 32281)

Sunol Glen Elementary School Safety Committee

Shay Galletti, Superintendent/Principal; Lowell Howie, Director of Facilities and Maintenance; Becky Duret, Resource Teacher; Rachel Stahl, TK/K Teacher; Karen Jeffries, 8th Grade Teacher

Assessment of School Safety

The safety plan is designed for a TK-8 single school district in California to address the diverse safety needs of its student population, spanning from preschool through 8th grade. The plan covers various essential aspects of school safety, including emergency preparedness, mental health services, bullying prevention, and physical security. It complies with state regulations while emphasizing the school community's physical and emotional safety needs.

1. Compliance with State Laws and Regulations

a. Current Strengths:

The school safety plan complies with the California Education Code (Education Code § 35294.2), which mandates that all public school districts have a comprehensive safety plan. The plan is reviewed annually to reflect current legal and procedural requirements. The plan aligns with California's safety-related mandates, such as the Safe Place to Learn Act and recent policies addressing school climate, anti-bullying initiatives, and emergency response protocols. The district ensures that the safety plan includes policies related to bullying prevention, crisis management, and disaster preparedness in accordance with Title 5 of the California Code of Regulations.

b. Areas of Improvement:

While the plan adheres to state requirements, there is an opportunity to integrate new laws and best practices more explicitly as they evolve, particularly in mental health support for students and new active shooter response protocols.

2. Emergency Response and Crisis Management

a. Current Strengths:

The district's emergency response procedures are well-defined, covering natural disasters, medical emergencies, and active shooter scenarios. Clear evacuation protocols, designated assembly areas, and accountability measures are in place to ensure that students and staff are accounted for in the event of an emergency. The plan includes established roles for school personnel, such as communicating with first responders and managing student reunification after a crisis. Regular emergency drills (e.g., fire, lockdown, earthquake drills) are conducted, focusing on preparedness for various emergencies.

b. Areas of Improvement:

While drills are conducted regularly, the plan could benefit from more frequent scenario-based training for staff to further ensure their preparedness for complex emergencies. Additionally, the inclusion of more specific protocols for different types of crises could be revisited for clarity and consistency.

3. Physical Security and Campus Safety

a. Current Strengths:

All visitors are required to check in at the front office and wear ID badges. Security cameras are strategically placed around the campus, particularly in high-traffic areas, and perimeter lighting ensures that the campus remains visible during evening hours.

b. Areas of Improvement:

While the campus security measures are in place, several areas require improvement to enhance overall safety. The

school needs a more secure check-in system for visitors and volunteers at the front office and new fencing to better secure the campus during off hours. Additionally, increasing lighting around key areas and improving surveillance in blind spots and secondary entry points would further strengthen campus security.

4. Bullying Prevention and Student Wellbeing

a. Current Strengths:

The school has a comprehensive bullying prevention policy, reinforced through education and awareness programs. Anti-bullying initiatives are integrated into the school's culture, and the district utilizes evidence-based programs such as Restorative Practices and Positive Behavioral Interventions and Supports (PBIS).

b. Areas of Improvement:

Although bullying prevention efforts are well-established, further work can be done to ensure that all staff are consistently trained to recognize signs of bullying and respond appropriately. Additionally, the school could strengthen its focus on proactive mental health education to help students understand the impact of bullying and foster positive relationships. The school also needs to increase access to mental health support by hiring a counselor and implementing a more effective system for students to report bullying anonymously. This would encourage more students to come forward with concerns and ensure that bullying is addressed promptly and confidentially.

5. Communication Systems

a. Current Strengths:

The school safety plan includes a comprehensive communication protocol to ensure quick, effective communication during a crisis. ParentSquare sends staff, students, and parents automated phone calls, emails, and text notifications. In an emergency, the district can promptly share evacuation, lockdown, or reunification instructions and maintain ongoing communication with families and emergency services throughout extended situations.

b. Areas of Improvement:

There is an opportunity to improve coordination with local authorities to ensure more effective communication during emergencies. Scheduling regular joint drills and training with law enforcement and emergency services would help streamline communication and ensure everyone is aligned during a crisis. Additionally, providing thorough training for all staff on using ParentSquare for real-time updates would improve communication efficiency when responding to emergencies.

6. Training and Drills

a. Areas of Improvement:

The school conducts regular safety drills, but expanding these drills to include more complex scenarios and involving all staff members in active roles would improve overall coordination and preparedness.

7. Mental Health and Support Services

a. Areas of Improvement:

The school needs to create a counseling plan supporting students' mental and emotional needs. This includes hiring a dedicated school counselor and expanding social-emotional learning and behavior support. By strengthening these services, the school can provide more timely help to students and create a more robust support system for their overall well-being.

Adaptations for Students with Disabilities

SB 323 specifically requires that comprehensive school safety plans address accommodations related to relevant federal disability laws and requires that the annual evaluation of those plans ensures appropriate adaptations to school safety practices are in place for students with disabilities. The bill further authorizes parents and others to bring a concern about a student's safety to the principal. Annually, the Site Safety Team will review the Site Safety Plan and make appropriate and merited adaptations for pupils [and staff] with disabilities. All newly expressed safety concerns for students [and staff] with disabilities will be reviewed by the principal as presented and then addressed if deemed merited.

Public Agency Use of School Buildings for Emergency Shelters

School facilities are used as public shelters in case of a natural disaster or pandemic event. In cooperation with the Alameda County Sheriff's office If our buildings are used as shelters during the school day, nonstudents are supervised to protect the safety of our students. The school district n shall cooperate with the public agency in furnishing and maintaining the services as the school district may deem necessary to meet the community's needs. (Ed code 32282 B (V ii))

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

1. Comprehensive Safety Training and Drills
 - a. Staff Training: Ensure that all school staff (administrators, teachers, classified personnel) undergo annual professional development that covers emergency response protocols, mental health first aid, de-escalation techniques, and trauma-informed practices. Training should also include updates on specific threats, such as active shooter scenarios, natural disaster preparedness, and pandemic protocols.
 - b. Student Drills: Develop and implement age-appropriate safety education for students, which includes fire drills, lockdown drills, earthquake preparedness, and personal safety protocols.
 - c. Implementation: Partner with local emergency services (fire, police, EMS) to provide in-person training and tabletop exercises. Incorporate age-appropriate drills that address the specific needs of TK-8 students. Provide scenario-based training that includes both students and staff to ensure they understand their roles and responsibilities in a crisis
2. Strengthening Physical Security and Campus Surveillance
 - a. Strategy: Regular Security Audits and Updates
 - b. Campus Security Assessments: Perform comprehensive security audits annually to identify any vulnerabilities in campus security (e.g., gates, doors, windows, blind spots, or areas lacking proper lighting or surveillance). Use the results to implement corrective measures.
 - c. Implementation: Work with local law enforcement or professional security consultants to assess the physical layout and security features of the school campus. Address issues such as unlocked gates, non-secure entry points, or areas with inadequate surveillance coverage.
 - d. Visitor Management Systems: Ensure that all visitors to the campus check in at the front office and wear ID badges. Install security cameras and access control systems at key entry points to monitor who enters and exits the school.
3. Mental Health and Wellbeing Programs
 - a. Strategy: Comprehensive Mental Health Support System
 - b. On-Site Counseling and Support: Ensure that mental health services are integrated into the school's safety plan, addressing students' and staff's emotional and social needs.
4. Bullying Prevention and Conflict Resolution
 - a. Strategy: Anti-Bullying Policies and Positive Behavior Programs
 - b. Anti-Bullying Initiatives: Strengthen and enforce anti-bullying policies to create a school culture that promotes respect, kindness, and inclusivity. Incorporate strategies for preventing both physical and cyberbullying.
 - c. Restorative Practices: Implement restorative justice practices for resolving conflicts and addressing bullying incidents. This includes peer mediation programs, restorative circles, and opportunities for students to reconcile and learn from conflicts constructively.
5. Parental and Community Involvement
 - a. Strategy: Strengthening School-Home Partnerships
 - b. Parental Engagement: Increase communication and collaboration between the school and parents to ensure that families are informed and actively engaged in maintaining school safety.

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

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3 5.
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, 4. 4. protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offense

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the

selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)
Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

- A. Initial Telephone Report.
 - a. Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)
 - b. Such reports shall be made to the following agency:
Alameda County Social Services Children and Family Services
24100 Amador St, Hayward, CA 94544
1-510-259-1800
 - c. When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.
- B. Written Report
 - a. Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)
 - b. The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- A. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- B. The child's name and address, present location, and, where applicable, school, grade, and class
- C. The names, addresses, and telephone numbers of the child's parents/guardians
- D. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
- E. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.
Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172) 2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

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

Disaster Plan

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake, flood, or other natural disasters
3. Environmental hazards, such as leakages or spills of hazardous materials
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak
8. Attack or threat of attack to the district's digital network and technology infrastructure

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
2. Routine monitoring of the security of the district's digital network and technology infrastructure
3. Instruction for district staff and students regarding emergency plans, including:
 - a. Training of staff in first aid and cardiopulmonary resuscitation
 - b. Regular practice of emergency procedures by students and staff
4. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
 - b. Individuals responsible for specific duties
 - c. Designation of the principal for the overall control and supervision of activities at the school during an emergency,

- including authorization to use discretion in situations which do not permit execution of prearranged plans
- d. Identification of at least one person who holds a valid certificate in first aid and cardiopulmonary resuscitation
- e. Assignment of responsibility for identification of injured persons and administration of first aid
- 5. Personal safety and security, including:
 - a. Identification of areas of responsibility for the supervision of students
 - b. Procedures for the evacuation of students and staff, including posting of evacuation routes
 - c. Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
 - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
 - e. Provision of a first aid kit to each classroom
 - f. Arrangements for students and staff with special needs
 - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
- 6. Closure of schools, including an analysis of:
 - a. The impact on student learning and methods to ensure continuity of instruction
 - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
- 7. Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
 - a. Identification of spokesperson(s)
 - b. Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
 - d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
- 8. Cooperation with other state and local agencies, including:
 - e. Development of guidelines for law enforcement involvement and intervention
 - f. Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
- 8. Steps to be taken after the disaster or emergency, including:
 - a. Inspection of school facilities
 - b. Provision of mental health services for students and staff, as needed

The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K 12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961.

Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Comprehensive School Safety Plan 15 of 68 1/3/25

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

Procedure to Notify Teachers of Dangerous Pupils

Purpose:

To establish a clear, standardized procedure for notifying teachers and staff about students who may pose a risk of harm to themselves, others, or the school community. The goal is to ensure a safe and supportive environment for all students and staff while respecting the privacy of individual students.

1. Identification of Dangerous Pupils

A "dangerous pupil" is defined as any student believed to pose an imminent threat of harm to themselves, others, or the school community. This could include behaviors such as:

- a. Threats or gestures of violence toward others
- b. Possession of weapons or dangerous objects
- c. Verbal or physical threats of self-harm
- d. Documented history of violent behavior
- e. Significant behavioral disruptions that suggest an immediate threat

2. Immediate Action and Notification

When a student is identified as posing a potential danger, the following steps should be taken:

a. Assessment by School Administration:

The school principal or designee will immediately assess the situation, consulting with the school counselor or law enforcement as necessary. An individualized risk assessment will be conducted to determine the level of threat the student poses.

b. Notification of Relevant Staff:

If a threat is deemed credible and immediate, the school administration will notify relevant staff members—including teachers and support staff—about the potential risk. Notification should occur as quickly as possible, ideally within hours of the assessment. The notification should be done using a secure, confidential method (e.g., secure email, or in-person meetings) to maintain student privacy. The notification should include the following: General description of the student's behavior (without identifying personal details unless necessary); Specific concerns (e.g., threats of violence, self-harm); Suggested precautions or actions for teachers to take to ensure the safety of students and staff; Contact information for additional support (e.g., school counselor, administration)

c. Follow-up procedures to monitor the situation

Confidentiality: Teachers and staff must keep confidential information regarding the dangerous pupil, as mandated by student privacy laws (e.g., FERPA and California Education Code). Information should only be shared with those who need to know to maintain safety (e.g., law enforcement or specific staff members involved in the intervention).

3. Ongoing Monitoring and Support

A follow-up meeting with relevant staff, including counselors, administrators, and other support personnel, will be scheduled to discuss the situation, monitor the student's behavior, and adjust the safety plan as needed.

Teachers will be given guidance on how to de-escalate potential conflicts, as well as any behavioral interventions or accommodations that may be required to support the student. Teachers will also be informed of any accommodations or interventions the school implements (e.g., behavioral plans, therapy sessions, or safety measures).

In cases where the student continues to pose a threat, an emergency response plan will be created, which may include creating a "safety zone" within the classroom, identifying a go-to staff member for immediate support, and arranging for direct student supervision when necessary.

4. Documentation and Reporting

An incident report should be filed whenever a student poses a potential danger. This report will be maintained confidentially and stored in the student's record. All actions taken will be documented, including staff notifications, interventions, and follow-up.

If there is an immediate danger to life or property, or if the situation involves a criminal act (e.g., possession of a weapon), local law enforcement will be notified immediately. In such cases, teachers should follow the school's established emergency procedures, which include contacting law enforcement and initiating lockdown or evacuation protocols if necessary.

5. Staff Training and Awareness

Teachers and staff will receive annual training on how to identify warning signs of dangerous behavior and how to respond appropriately.

This training will cover:

- Recognizing signs of violence, aggression, or self-harm
- De-escalation techniques
- Emergency response protocols
- Reporting procedures for dangerous students
- Understanding confidentiality laws (e.g., FERPA, California Education Code)

6. Student Support and Rehabilitation

Students identified as a threat will receive appropriate support services, including school-based counseling or other interventions. The school may work with external mental health professionals, community organizations, or law enforcement to address the underlying issues contributing to the dangerous behavior. When appropriate, the school may use restorative practices to address the behavior, allowing the student to reflect on their actions, repair harm, and reintegrate into the school community in a safe and supportive manner.

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

NOTICE OF TITLE IX NONDISCRIMINATION

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to employees, job applicants, and employee organizations:

The district does not discriminate on the basis of sex and prohibits sex discrimination, including sex-based harassment, in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any employee for filing a complaint or exercising any right granted under Title IX.

The district is required, as specified in Title IX, to take prompt and equitable action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district has designated and authorized the following employee(s) as the district's Title IX Coordinator, to address concerns or inquiries regarding discrimination on the basis of sex, including sex-based harassment

Shay Galletti, Superintendent/Principal
11601 Main St., Sunol CA 94586
(925) 826 2026
sgalletti@sunol.k12.ca.us

Any individual may report sex discrimination, including sex-based harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sex discrimination, including sex-based harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sex discrimination, including sex-based harassment, including the grievance process that complies with 34 CFR 106.45, please see Board Policy/Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment, and Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures on the district's website at [sunol.k12.ca.us](https://www.sunol.k12.ca.us/)

To inspect or obtain a copy of the district's sex discrimination and sex-based harassment policies and administrative regulations, please contact Miki Whitfield at mwhitfield@sunol.k12.ca.us

Materials used to train employees; the Title IX Coordinator; investigator(s), decisionmaker(s), and other person(s) who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures; and any person(s) who facilitates an informal resolution process, are available at the district office upon request.

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee, while in an education program or activity, was subjected to conduct on or after August 1, 2024, including, but not limited to, conduct that is under the authority of the district, that constitutes sex discrimination, including sex-based harassment. For conduct that occurred prior to this date, the district should utilize its policies in place at the time the alleged sex discrimination, including sex-based harassment, occurred, so long as they are in accordance with the applicable statutes and regulations.

Sex discrimination and sex-based harassment include, but are not limited to, sex-based conduct as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment.

Basic Requirements

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

Treat complainants and respondents equitably:

1. Ensure that the Title IX Coordinator or designee, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent
2. The investigator and the decisionmaker may be the same person as the Title IX Coordinator or designee.
3. Presume that the respondent is not responsible for the alleged sex discrimination, including sex-based harassment, until a determination is made at the conclusion of the grievance procedures
4. Establish reasonably prompt timeframes for the major stages of the grievance procedures, such as evaluation of whether to dismiss or investigate a complaint, investigation, decision, and appeals if any
5. Establish a process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay
6. Additionally, the district shall not disclose personally identifiable information obtained while implementing Title IX complaint procedures unless the district has obtained prior written consent from a person with the legal right to consent to the disclosure; the information is disclosed to a parent/guardian or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue; to take action to address conduct that reasonably may constitute sex discrimination under Title IX, including sex-based harassment, in the district's education program or activity; as required by federal law, regulations, or as a condition to a federal award; as required by state or local law; or to the extent such disclosures are not otherwise in conflict with Title IX. (34 CFR 106.44)

If the respondent is a student with a disability, the Title IX Coordinator or designee shall consult with one or more members, as appropriate, of the student's individualized education program or 504 team, to determine how to comply with the requirements of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

Filing a Complaint

Upon receiving information of an allegation of sex discrimination, including sex-based harassment, the Title IX Coordinator or designee shall notify the individual(s) specified in law of the Title IX grievance procedures, and of the informal resolution process, if available and appropriate.

A complaint is an oral or written request that can objectively be understood by the Title IX Coordinator or designee as a request for the district to investigate and make a determination about alleged sex discrimination, including sex-based harassment. (34 CFR 106.2)

Complaints of sex discrimination and sex-based harassment may only be brought by an employee, or former employee, who was participating or attempting to participate in the district's education program or activity at the time of the alleged sex-based harassment, or the Title IX Coordinator or designee. (34 CFR 106.45)

If the alleged victim chooses not to bring a complaint, or withdraws any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Title IX Coordinator or designee shall consider whether to initiate a complaint. To do so, the Title IX Coordinator or designee shall first consider the following factors: (34 CFR 106.44)

- The victim's request not to proceed with initiation of a complaint
- The victim's reasonable safety concerns regarding initiation of a complaint
- The risk that additional acts of sex discrimination, including sex-based harassment, would occur if a complaint is not initiated
- The severity of the alleged sex discrimination or sex-based harassment, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence.
- The age and relationship of the parties, including whether the respondent is an employee of the district The scope of the alleged sex discrimination, including information suggesting a pattern; ongoing sex discrimination, including sex-based harassment; or sex discrimination, including sex-based harassment, alleged to have impacted multiple individuals
- The availability of evidence to assist a decisionmaker in determining whether sex discrimination, including sex-based harassment, occurred
- Whether the district could end the alleged sex discrimination, including sex-based harassment, and prevent its recurrence without initiating the Title IX grievance procedures

If, after considering these factors, the Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health and safety of the complainant or another person, or that the conduct as alleged prevents the district from ensuring equal access to a district program or activity on the basis of sex, the Title IX Coordinator may initiate a complaint.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall provide the alleged victim notice of the complaint as well as other notices as required by the Title IX regulations at specific points in the complaint process. The Title IX Coordinator shall

also address reasonable concerns about the victim's safety or the safety of others, including providing supportive measures as described in "Supportive Measures" below, and taking other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district. (34 CFR 106.44)

The Title IX Coordinator or designee, investigator, decisionmaker, other person who is responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.8. (34 CFR 106.44)

In order to ensure that employees are not barred from reporting information about conduct that reasonably may constitute sex discrimination under Title IX, including sex-based harassment, the Title IX Coordinator shall monitor the district for barriers to reporting and take steps reasonably calculated to address such barriers. (34 CFR 106.44, 106.45)

Supportive Measures

Upon receipt of a report of Title IX sex discrimination or sex-based harassment, the Title IX Coordinator or designee shall offer and coordinate supportive measures. Supportive measures may vary depending on what the district determines to be reasonably available and shall not unreasonably burden either the complainant or respondent. Supportive measures shall be provided without charging a fee to the complainant or respondent and be designed to protect the safety of the complainant, respondent, and the district's educational environment, and to provide support during any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44. The district shall not impose such measures for punitive or disciplinary reasons. Supportive measures may include, but are not limited to, counseling; extensions of deadlines and other course or work-related adjustment; changes in class, work, housing, or extracurricular or any other activity regardless of whether there is a comparable alternative; campus escort services; modifications of class or work schedules; mutual restrictions on contact; changes in class or work locations; leaves of absence; increased security; monitoring of certain areas of the campus; and, training and education programs related to sex-based harassment. (34 CFR 106.2, 106.44)

Unless there is an allegation of sex-based harassment or retaliation, the district may provide supportive measures without altering the alleged discriminatory conduct. (34 CFR 106.44)

Upon the conclusion of any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44, the district may continue with the supportive measures, or modify or terminate such measures, as appropriate. (34 CFR 106.44)

The district shall provide a complainant or respondent for whom supportive measures have been implemented with a timely opportunity to seek, from an impartial employee with authority to modify or reverse the supportive measures, modification or reversal of the district's decision to provide, deny, modify, or terminate such measures, and to seek additional modification or termination of the supportive measures if circumstances materially change. (34 CFR 106.44)

The district shall not disclose information about supportive measures to any person other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless the disclosure is necessary to providing the supportive measures, or restoring or preserving a party's access to the district's education program or activity. (34 CFR 106.44)

Emergency Removal

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

If the respondent is a student, the district may, on an emergency basis, remove the student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an imminent and serious threat to the health or safety of a complainant or any student, employee, or other individual arising from the allegations, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the IDEA or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator or designee may dismiss a complaint if: (34 CFR 106.45)

The district is unable to identify the respondent after taking reasonable steps to do so

The respondent is not participating in the district's education program or activity and is not employed by the district

The district determines that the conduct alleged in the complaint, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX

Before dismissing the complaint, the Title IX Coordinator shall make reasonable efforts to clarify the allegations with the complainant.

The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX Coordinator determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination, including sex-based harassment, under Title IX, even if proven

The Title IX Coordinator shall determine whether to dismiss or investigate any complaint of sex discrimination, including sex-based harassment, within _____ days, unless such timeline is extended in accordance with this administrative regulation.

Upon dismissal, the Title IX Coordinator shall promptly notify the complainant of the dismissal and the reasons for the dismissal. Additionally, if the dismissal occurs after the respondent has been notified of the allegations, the Title IX Coordinator shall provide such notification to the respondent, which shall occur simultaneously to both parties if the notification is in writing. The Title IX Coordinator shall also inform the complainant, and the respondent if the dismissal occurs after the respondent has been notified of the allegations, of their right to appeal. Dismissals may be appealed on the following bases: (34 CFR 106.45) A procedural irregularity that would change the outcome

New evidence that would change the outcome and that was not reasonably available when the dismissal was made

The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome

If the dismissal is appealed, the district shall: (34 CFR 106.45)

Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent

Implement appeal procedures equally for the parties

Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint

Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome

Notify the parties of the result of the appeal and the rationale for the result

If a complaint is dismissed, the Title IX Coordinator or designee shall offer supportive measures as described above in "Supportive Measures" to the complainant. Additionally, the respondent shall be offered supportive measures if the complaint was dismissed because the complainant voluntarily withdrew any or all of the allegations in the complaint and the district determined that without the withdrawn allegations the conduct, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX, or if the complaint was dismissed because the district determined, after taking reasonable efforts to clarify the allegations of the complaint, that the alleged conduct would not constitute sex discrimination, including sex-based harassment, even if proven. The Title IX Coordinator shall also take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Administrative Regulation 4030 - Nondiscrimination in Employment as applicable.

Informal Resolution Process

At any time prior to determining whether sex discrimination, including sex-based harassment, occurred under the complaint procedures specified in 34 CFR 106.45, the district may offer, if it is determined to be appropriate upon receiving information about conduct that reasonably may constitute sex discrimination under Title IX or when a complaint of sex discrimination is made, an informal resolution process, such as mediation, to the complainant and respondent. However, the district shall not offer an informal

resolution process if the complaint alleges that an employee engaged in sex-based harassment of an elementary or secondary school student or that such process would conflict with federal, state, or local law. (34 CFR 106.44)

The district shall not require or pressure a party to participate in the informal resolution process, or to waive the right to an investigation and determination of a complaint as a condition of employment or continuing employment, or exercise of any other right. The district may decline to offer an informal resolution process including, but not limited to, when the district determines that the alleged conduct would present a future risk of harm to others. (34 CFR 106.44)

The district may facilitate an informal resolution process provided that the district, prior to initiating such process: (34 CFR 106.44) Provides the parties with written notice disclosing the allegations; the requirements of the informal resolution process; the right to withdraw from the informal process and resume the formal complaint process; the inability to initiate or resume complaint procedures arising from the same allegations once the informal resolution process is concluded; the potential terms that may be requested or offered in an informal resolution agreement, including that the agreement would only be binding on the parties; and the information that the district will maintain and whether and how the district could disclose such information for use in Title IX grievance procedures if such procedures are initiated or resumed

Obtains the parties' voluntary consent to the informal resolution process

The Title IX Coordinator or designee shall ensure that the facilitator of the informal resolution process is not the same person as the investigator or decisionmaker of any ongoing or newly initiated complaint process specified in 34 CFR 106.45, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and receives training in accordance with 34 CFR 106.8. (34 CFR 106.44)

If the district facilitates an informal resolution process, the Title IX Coordinator shall, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district' education program or activity. (34 CFR 106.45)

Notice of Allegations

If the district initiates a formal Title IX investigation, the Title IX Coordinator or designee shall provide the known parties with written notice of the following: (34 CFR 106.45)

The district's complaint process, including any informal resolution process

Sufficient information, available at the time, to allow the parties to respond to the allegations, including, to the extent available, the identity of parties involved in the incident(s), the conduct allegedly constituting sex discrimination, including sex-based harassment, and the date(s) and location(s) of the alleged incident. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

A statement that retaliation is prohibited

A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of such evidence, as specified

The above notice may also include the name of the investigator, facilitator of an informal process, and decisionmaker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator or designee.

Consolidation of Complaints

The district may consolidate complaints of sex discrimination, including sex-based harassment, against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party, when the allegations of sex discrimination, including sex-based harassment, arise out of the same facts or circumstances. (34 CFR 106.45)

Investigation Procedures

The district shall provide for adequate, reliable, and impartial investigation of complaints. (34 CFR 106.45)

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

Provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible

Review all evidence gathered through the investigation and determine which evidence is relevant and which evidence is impermissible regardless of relevance

Provide each party with an equal opportunity to access evidence that is relevant, and not otherwise impermissible, to the allegations of sex discrimination, including sex-based harassment, by:

Providing an equal opportunity to access either the relevant and not otherwise impermissible evidence or an accurate description of such evidence

If an accurate description is provided, the district shall, upon request of any party, provide the parties with an equal opportunity to access the relevant and permissible evidence.

Providing a reasonable opportunity to respond to the evidence or to the accurate description of the evidence

Taking reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures

Take reasonable steps to protect the privacy of parties and witnesses which do not restrict the ability of the parties to obtain and present evidence, including, by speaking to witnesses; consulting with family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures

Objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence, including that credibility determinations will not be based on a person's status as complainant, respondent, or witness
Exclude as impermissible the following types of evidence, and questions seeking that evidence:

- Evidence that is protected under a privilege recognized by state or federal law or evidence that is provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the district obtains that party's or witness's voluntary, written consent for use in its grievance procedures
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex based harassment.
- The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The district shall ensure that the decisionmaker is able to question parties and witnesses adequately to assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex-based harassment. (34 CFR 106.45)

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

The investigator shall complete the investigation within 45 days after the Title IX Coordinator determines to proceed with an investigation, unless such timeline is extended in accordance with this administrative regulation.

Written Decision

The Superintendent shall designate an employee as the decisionmaker to determine responsibility for the alleged conduct, who may be the Title IX Coordinator or designee or the investigator so long as there is no conflict of interest or bias. (34 CFR 106.45)

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the district shall: (34 CFR 106.45)
Use the preponderance of the evidence standard of proof to determine whether sex discrimination, including sex-based harassment,

has occurred.

Notify the parties in writing of the determination of whether sex discrimination, including sex-based harassment, occurred

The notification shall include the rationale for such determination and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.

The written decision shall be issued within 60 days after the investigation is completed, unless such time is extended in accordance with this administrative regulation.

Appeal of the Decision

Either party may appeal the district's decision of a complaint or any allegation in the complaint. (34 CFR 106.45)

When conducting an appeal, the district shall follow the appeal process as specified in Administrative Regulation 4030 - Nondiscrimination in Employment.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Extension of Timelines

Any timelines specified in this administrative regulation may be extended by the district for good cause, with written notice to the parties. The written notice shall specify the reasons for the extension. (34 CFR 106.45)

Remedies

When there is a determination that sex discrimination, including sex-based harassment, has occurred, the Title IX Coordinator shall coordinate the provision and implementation of remedies to the complainant and other persons the district identifies as having had equal access to the district's education program or activity limited or denied by sex discrimination, including sex-based harassment; coordinate the imposition of any disciplinary sanctions on a respondent as described in "Disciplinary Actions" below, including notification to the complainant of any such disciplinary sanctions; and take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

When an employee is found to have committed sex discrimination, including sex-based harassment, or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district shall not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the district's determination of whether sex discrimination, including sex based harassment, occurred. (34 CFR 106.45)

Record-Keeping

The Superintendent or designee shall maintain, for at least a period of seven years: (34 CFR 106.45)

For each complaint of sex discrimination, including sex-based harassment, records documenting any informal resolution process or formal investigation procedures

For each notification the Title IX Coordinator or designee receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including sex-based harassment, records documenting the actions taken to fulfill the district's obligations as specified in 34 CFR 106.44, including supportive measures offered and implemented

All materials used to train district employees; the Title IX Coordinator and designee(s); investigator(s), decisionmaker(s), and other person(s) who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures; and any person who facilitates an informal resolution process

The district shall make such training materials available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure 340.1):

- A record of the allegation(s)
- A record of the investigation procedures followed
- A record of the written determination
- Comprehensive School Safety Plan 26 of 68 1/3/25
- A record of the corrective action implemented, if any
- A record of any appeals and the outcome of the same
- All training materials addressing the prohibition and investigation of childhood sexual assault

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

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

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

(cf. 0415 - Equity)

(cf. 5145.2 - Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(cf. 5144 - Discipline)

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 proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board

determines that such a dress code will promote student achievement, a positive school climate, and/or student safety. The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Regarding the Sunol Glen Dress Code, our goal is to work in partnership with parents/guardians/guardians/guardians/guardians/guardians. Sunol Glen encourages high standards both academically and socially. We believe these standards are better maintained when students are appropriately dressed.

The Basic Principle of our dress code is: School is a place of learning and we do encourage students to be dressed appropriately.

Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, navels and nipples are fully covered with non see-through fabric.

All items listed in the “must wear” and “may wear” categories below must meet with the aforementioned basic principle.

Students Must Wear:

- A shirt with fabric that covers the torso/midriff in the front, back, on the sides, and under the arms - even when the arms are lifted, AND
- Pants/jeans or the equivalent (a skirt, sweatpants, leggings, dress, or shorts), AND
- Shoes. Specific shoes; such as closed-toed shoes, are required for certain classes for health and safety purposes (PE, science labs, etc.)

Students May Wear:

- Hats and hoods. Hats and hoods must allow the face to be visible to staff so it does not obscure the face and ears (except as a religious observance), and not interfere with the line of sight of any student or staff. Note: students must remove their hats or hoods at the request of any staff member.
- Religious headwear.
- Fitted pants, including non see-through fabric leggings, or leggings with see-through panels, yoga pants and “skinny jeans” as long as underwear and buttocks are not exposed.
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Pajama Pants
- Tank tops, including spaghetti straps; halter tops.
- Athletic attire.
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing.
- Sunglasses outdoors (unless there is an authorized medical reason to wear indoors).
- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes to provide adequate safety measures (i.e.: safety glasses in Science). Guidelines may also be adjusted to meet student health needs, to accommodate for religious obligations (observances) as well as other special circumstances as authorized by site administration.

Students Cannot Wear*:

- Violent language or images, including gang-related attire at individual schools.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Language or images that create a hostile or intimidating environment or have been used historically to oppress any protected class or consistently marginalized group.
- Any clothing that reveals visible undergarments (Sheer tops or bottoms).
- Strapless tops, strapless dresses or tube tops. *These items may be worn over a top with straps.
- Swimsuits
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face and ears (except as a religious observance).

*There may be different expectations for certain special school-sponsored events. The details of the dress code for special events will be communicated to students/parents/guardians/ directly.

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

Sunol Glen School is located in a small rural community between Pleasanton, Fremont, and Niles Canyon. The campus has four main entry and exit points. The primary access route is located at the front office. There are two emergency access points. One adjacent to the parking lot that provides access to the field and the back of the school. The second is located on Bond Street. Access points are kept gated and locked during school hours.

Students, staff, and faculty typically commute to Sunol Glen School by driving. A handful of students walk to campus. Fencing surrounds the entire perimeter of the campus for security. Most students are dropped off or picked up by parents/guardians. A number of students also attend the before/after school on-site childcare program, Eagle's Nest. We provide adult supervision 15 minutes before and after school hours.

During the school day, all classrooms and entry points remain locked for safety except for the gate near the front office. At dismissal, TK, kindergarten, and first-grade students are escorted by their classroom teachers to designated pick-up points on campus for pickup. Students in grades 1 through 5 independently walk to their after-school pick-up spot, the bus zone, or ride their bikes home. Discovery Club, our on-site after-school care program, operates in a dedicated room.

All staff members must notify the principal's secretary by phone or in person if they need to leave the campus during business hours so that all staff can be accounted for in an emergency. During the school day, any student leaving school must be checked out through the main office by an adult listed on their emergency card and check in at the office upon returning. The office maintains a log sheet to track student check-ins and check-outs.

Parents and visitors must check in at the main office before entering school grounds for school-related matters, wear a visitor badge while on campus, and check out when leaving.

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

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Sunol Glen Elementary School Student Conduct Code

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district the school in the immediately preceding school year and their effect on student learning.

Conduct Code Procedures

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff, the student, and the student's parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Detention after school hours as provided in the section below entitled "Detention After School"
12. Community service as provided in the section below entitled "Community Service"
13. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
14. Reassignment to an alternative educational environment
15. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent/Principal or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent/Principal or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Superintendent/Principal. Upon receiving such a complaint, the Coordinator/Superintendent/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Superintendent/Principal and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(K) Procedures to Prepare for Active Shooters

Objective:

To ensure the safety of all students, staff, and visitors in the event of an active shooter incident by outlining clear, effective procedures to follow during such an emergency.

1. Prevention and Preparation
 - a. Staff Training
 - i. Regular Active Shooter Drills: Conduct at least two drills annually for staff and students, including lockdown, evacuation, and communication protocols.
 - ii. Staff Awareness: Train staff on identifying signs of potential threats, including behavioral warning signs and suspicious activities.
 - b. Security Measures
 - c. Implement controlled entry points and security screening where feasible.
 - d. Surveillance Systems: Ensure functioning security cameras in key areas.
 - e. Communication Systems: Maintain reliable communication methods, including a public address system, two-way radios, and mass notification systems.
2. Immediate Response Actions
 - a. If You Are in the Building
 - i. Lockdown Procedures: Immediately lock all doors and windows. If you cannot lock the door, barricade it with furniture or other available materials.
 - ii. Turn off lights and silence electronic devices, including phones.
 - iii. Stay low and out of sight, positioning yourself in a corner or behind large objects.
 - iv. Do not open the door for anyone until identified as law enforcement or other first responders.
 - b. Follow the "Run, Hide, Fight" protocol:
 - i. Run: Evacuate if safe to do so, using the nearest exit. If possible, assist others in evacuating.
 - ii. Hide: If evacuation is not possible, hide in a secure area. Remain silent and out of sight.
 - iii. Fight: As a last resort, if confronted, act aggressively to defend yourself and others. Use any available objects as weapons.
 - c. If You Are Outside the Building
 - i. Seek Shelter: If you're outside when the event occurs, immediately seek cover behind large objects (e.g., trees, vehicles, walls) and move away from the building.
 - d. Alert Authorities: Call 911 and provide clear details about the situation, including the location of the shooter and any known victims.
3. Communication Protocols
 - a. Notify Authorities
 - i. Call 911: Provide the operator with specific information, including the shooter's location, description, number of shooters, and if any victims are present.
 - ii. Internal Notification: Use the school's mass notification system to alert all staff and students about the active shooter situation, including instructions to lock down or evacuate.
 - iii. Parent and Guardian Communication: Once the situation is under control and it is safe to do so, communicate with parents/guardians through the established communication channels, updating them on the safety status of their children and instructions for pickup.
4. Evacuation and Safe Assembly
 - a. Evacuation Procedures
 - i. Safe Routes: Identify and practice at least two safe evacuation routes in advance, including alternative exits in case primary routes are blocked.
 - ii. Evacuation Assistance: Designate staff members to assist students with disabilities or others who may need help evacuating.
 - b. Assembly Area
 - i. Designate a Safe Zone: Establish a predetermined location away from the school building, where students and staff can regroup. This location should be communicated to all staff and students beforehand.
 - ii. Accountability: Teachers and staff must take roll call at the assembly area to ensure all individuals are accounted for. • No Re-Entry: Do not allow anyone to re-enter the building until officially cleared by law enforcement.
5. Post-Incident Procedures
 - a. Law Enforcement Coordination

- i. Cooperate Fully: When law enforcement arrives, follow their instructions immediately. Do not attempt to leave the area until it is safe to do so.
 - ii. Provide Information: Provide law enforcement with any pertinent information regarding the shooter's appearance, behavior, and possible whereabouts.
6. Support for Students and Staff
 - a. Crisis Counseling: Provide immediate access to crisis counselors for students and staff affected by the incident. • Trauma Recovery: Offer ongoing support and resources, including mental health services and community support, for those impacted by the event.
7. Debrief and Review
 - a. Incident Review: After the incident, convene a team of school leadership, law enforcement, and emergency personnel to debrief and review the response, identifying areas for improvement.
 - b. Update Safety Plan: Make any necessary adjustments to the safety plan based on lessons learned and feedback from drills and real incidents.
8. Continuity of Operations Plan (COOP)
 - a. Alternate Locations: If the school is deemed unsafe after an active shooter incident, have pre-identified alternative locations for holding classes, and ensure all families are informed of these locations.
 - b. Staff Assignments: Ensure that staff roles are clearly defined for both immediate and long-term recovery efforts.

(L)Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying, including, but not limited to, the following:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection
2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate
3. Providing information to students, through student handbooks, district and school websites and social media, and other age appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5 Any additional information the Superintendent or designee deems important for preventing bullying and harassment Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice. Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of

the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

(M)Opioid Prevention and Life-Saving Response Procedures

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical

response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

Additionally, if the district accepts emergency naloxone hydrochloride or another opioid antagonist from the county office of education (COE), the Superintendent or designee shall maintain at least two units of the medication at each district middle, junior high, high, and adult school. (Education Code 49414.8)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee shall designate two or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3, 49414.8)

Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist as specified in Education Code 49414.3 or shall have undergone opioid overdose prevention and treatment training and reviewed material available on the California Department of Public Health's website. (Education Code 49414.8)

Any prescription for naloxone hydrochloride or another opioid antagonist shall be obtained by a school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3, 49414.8)

Employees and volunteers that render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct. (Health and Safety Code 1799.113)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer in writing and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a COE, manufacturer, or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

(N) Response Procedures for Dangerous, Violent, or Unlawful Activities

Sunol Glen School is located in a rural community, and in the event of dangerous, violent, or unlawful activities, the primary response procedure will involve immediate communication with law enforcement and other emergency services. The Sheriff's Office will serve as the first responders, and the school's staff will follow established protocols to ensure the safety of students, staff, and visitors.

The following procedures outline the steps to be taken by school staff, administrators, and law enforcement in response to dangerous or violent incidents on or near the school campus.

Initial Detection and Reporting

1. Identification of Threat:
 - a. School staff will be trained to identify potential threats, including violent behavior, unlawful activities (e.g., trespassing, theft, drug use), or any situation that could escalate into a dangerous scenario.
 - b. Suppose a staff member observes or becomes aware of any dangerous, violent, or unlawful activity. In that case, they must immediately notify the Principal and use the designated emergency communication system to alert other staff.
2. Immediate Reporting to Law Enforcement:
 - a. The Principal or Designated Emergency Contact will contact the Sheriff's Office by dialing 911 immediately, providing a clear description of the situation, the location of the incident, and any other relevant details (e.g., number of individuals involved, weapons present, or any injuries).
 - b. If the situation involves potential immediate danger to life, the Principal will initiate a lockdown or shelter-in-place protocol and will notify all staff and faculty through the school's communication systems (PA system, walkie-talkies, or text message).

School-wide Emergency Protocols

Lockdown

A lockdown will be initiated if there is an imminent threat of violence or if a violent or unlawful individual is known to be on or near campus.

The Principal or designee will activate the lockdown protocol immediately. This will be communicated to all classrooms and offices through the school's public address system or other emergency alert system.

Steps for Lockdown:

1. Secure all entry points – Close and lock all doors and windows.
2. Move students to a safe area – Students and staff should immediately move to the designated safe spaces (e.g., classrooms, interior rooms) and stay away from windows.
3. Turn off lights and remain silent – Lights should be turned off, and everyone in the classroom should remain silent. Account for all students – Teachers must take attendance and ensure all students are accounted for. If any students are missing, this should be reported immediately to the Principal via phone or text.
4. Wait for Law Enforcement – Do not open doors until law enforcement or the Sheriff's Office has cleared the area and given the all clear signal.

Shelter-in-Place

In the event of an external threat or hazardous material spill near the school, a shelter-in-place order may be issued to keep students and staff inside the building, away from the danger.

Steps for Shelter-in-Place:

1. Secure all doors and windows – Ensure that all doors and windows are closed and sealed.
2. Stay inside and avoid exposure – Students, staff, and visitors must remain indoors until further notice.
Listen for instructions – The Principal will provide updates via the PA system or other communication channels.
3. Evacuation Procedures (If Necessary)

Evacuation to a Safe Location

If the situation escalates and requires evacuation, the Principal will direct students and staff to a designated safe area outside the school campus, such as a nearby community center or designated evacuation site.

Evacuation routes will be pre-established and communicated to staff ahead of time, ensuring that the closest exits and assembly areas are clearly understood by all personnel.

Steps for Evacuation:

1. Stay calm and move quickly – Teachers and staff should lead students out of the building using the safest and quickest route. Account for all students – Teachers will take attendance and ensure all students are present. Any missing students should be reported immediately.
2. Move to the evacuation point – All staff and students will proceed to the designated evacuation site. Await further instructions – Once at the safe location, students and staff will await further instructions from law enforcement or the Principal.

Communication with Parents and Guardians

Notifying Parents:

After law enforcement has secured the campus or the danger has been resolved, the Principal will use the school's communication system (email, text alerts, phone calls) to notify parents and guardians about the situation and the safety of their children. Parents will be provided with information about pick-up procedures if students need to be released early or if the school remains closed.

Parent Pick-Up Protocol:

If parents are required to pick up students, they must follow the designated pick-up procedures, which may involve meeting at a specific location outside the school grounds.

Parents will be asked to present proper identification to ensure the safety of the child.

Collaboration with Law Enforcement and Emergency Responders

Law Enforcement Coordination

The Sheriff's Office will be the first responders to any dangerous, violent, or unlawful activity on or near campus. They will work closely with the Principal and staff to assess the situation and determine the appropriate next steps. The Principal will designate a point person to communicate directly with law enforcement, ensuring that any ongoing safety issues are addressed and that students remain accounted for.

On-Site Support

The school will maintain a crisis response team made up of administrators, counselors, and support staff to assist students and staff emotionally and logistically after an incident.

School counselors will be available to provide trauma-informed care to students and staff affected by the incident.

Post-Incident Procedures

1. Debrief and Investigation: Once the situation has been resolved and students are safe, the Principal will conduct a debrief with staff, law enforcement, and other stakeholders to review the event and identify any areas for improvement in the response.
2. Law enforcement will conduct an investigation into the incident, and the Principal will ensure that all necessary reports are filed.
3. Psychological First Aid and Support: Affected students and staff will be provided with counseling and psychological first aid to address any emotional trauma from the event. Counselors will work with individuals or groups to ensure that everyone receives the support they need to process the incident.
4. Recovery and Communication The Principal will communicate with parents, guardians, and the broader community about the recovery process, ensuring transparency about the incident and any changes or improvements made to campus safety protocols. Recovery efforts will include offering additional resources, support groups, or referrals for counseling if needed.

Training and Drills

Regular Drills: Staff and students will participate in lockdown and evacuation drills throughout the school year to ensure everyone is prepared in the event of an emergency.

Staff Training: Teachers and staff will receive ongoing training on how to identify, respond to, and de-escalate dangerous or violent situations. This training will include collaboration with local law enforcement to ensure a coordinated response. Conclusion

Sunol Glen School is committed to the safety of all students and staff. In the event of dangerous, violent, or unlawful activities, the school will rely on clear, coordinated procedures that involve law enforcement as the first responders. Through timely communication, a well-practiced emergency response plan, and support from local authorities, the school aims to protect students and maintain a safe learning environment.

(O) Instructional Continuity Plan

Sunol Glen's Learning Continuity and Attendance Plan:

https://drive.google.com/file/d/1nCajGyN5mirH_jY_bNgIxQpZng0Lg6VO/view?usp=mail&ts=67464071

Safety Plan Review, Evaluation and Amendment Procedures

The Sunol Glen Comprehensive School Safety Plan is designed to ensure the safety and well-being of all students, staff, and visitors through proactive measures and clear emergency procedures. The Safety Team, consisting of the Principal, Director of Maintenance and Operations, teachers, and local law enforcement, is responsible for implementing and overseeing the plan. Emergency procedures include evacuation, lockdown, and shelter-in-place protocols tailored to respond to threats such as natural disasters, medical emergencies, or violent incidents. The Safety Team, School Site Council (SSC), School Board, and local law enforcement will review the Safety Plan annually to evaluate its effectiveness and make necessary updates based on incidents or changes in law. Any amendments to the plan will be proposed by the Safety Team, reviewed by the SSC, and approved by the School Board. Communication with staff, parents, and the community will be ensured through regular updates and training and automated messaging during emergencies. Sunol Glen School maintains a secure environment for all stakeholders by continually reviewing and updating the plan.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

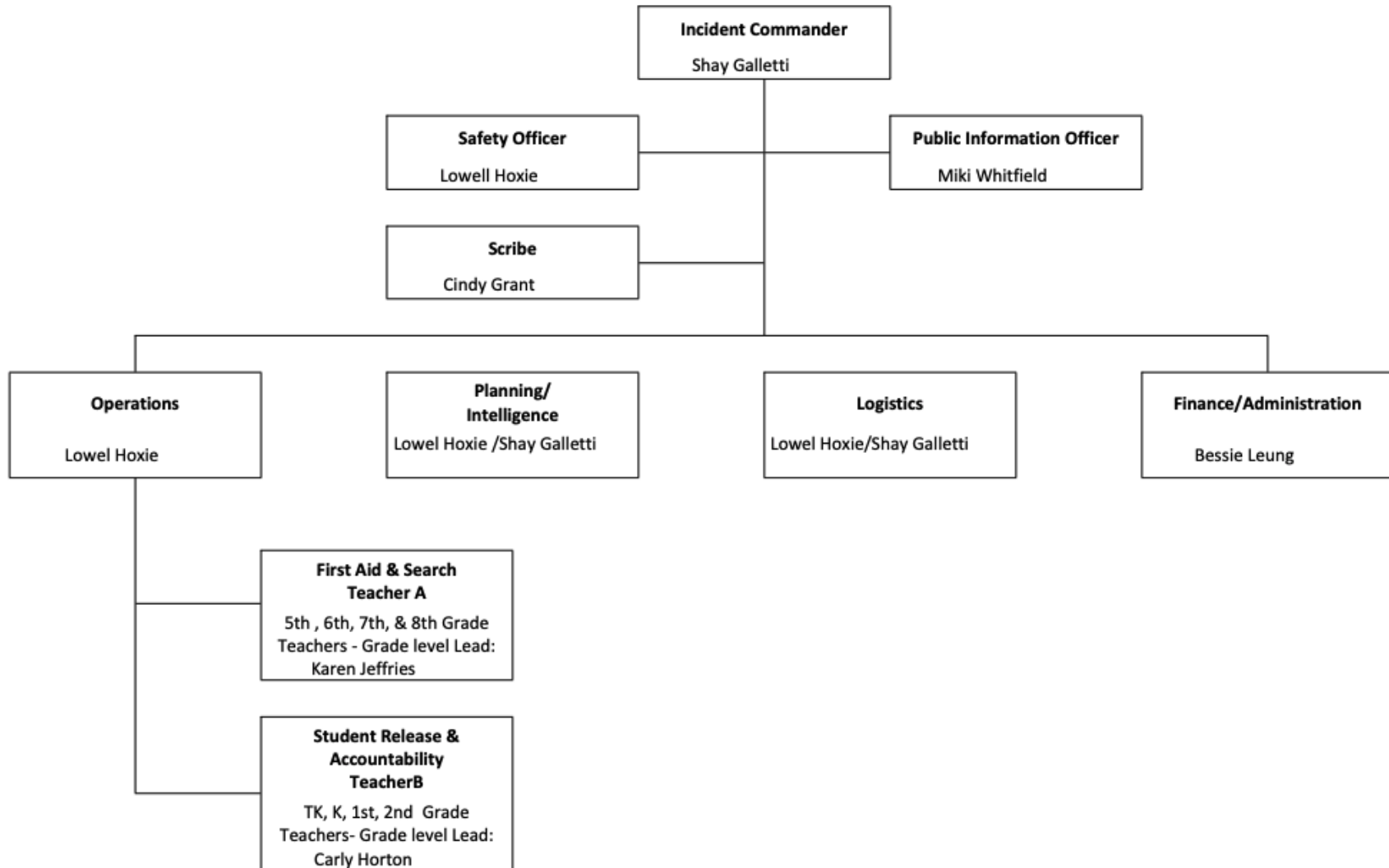
Type	Vendor	Number	Comments
Emergency Services	Office of Emergency Services	925-803-7800	
Law Enforcement/Fire/Paramedic	Alameda County Sheriff's Department	510-667-7721	
Law Enforcement/Fire/Paramedic	Fire and Medical Emergencies	911	
Law Enforcement/Fire/Paramedic	Local Police/Sheriff Dispatch	925-462-1212	
Law Enforcement/Fire/Paramedic	CalFire	925-862-2197	
Public Utilities	PG & E	800-743-5000	
Public Utilities	San Francisco Water Company	415-554-3444	
Other	Child Protective Services	510-259-1800	
Other	California Youth Crisis Line	800-784-2433	

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)
Development of committee norms, the purpose of the Safety Committee, Scheduling emergency drills	August 28, 2024 at 3:15	https://docs.google.com/document/d/1VWb3qWXMuhmJC7P66xglSKExGIYaA1nnY_wBPPGqrE4I/edit?usp=sharing

<p>Review and inventory of current SGUSD Emergency Plan.</p>	<p>October 23, 2024 at 3:15</p>	<p>https://docs.google.com/document/d/1A9A8BWm0_zFE4PrbnodbLlyYFkJprKET/edit?usp=sharing&oid=115282200088218742930&rtpof=true&sd=true https://docs.google.com/document/d/1a08qU29NmR1t1y6H5ZuYJ8C_9g5vv8ULNQc1kddexyM/edit?usp=sharing</p>
<p>Review and edit (new) Comprehensive Safety Plan. Compare SGUSD plan to other school's</p>	<p>December 4, 2024 at 3:15</p>	

Sunol Glen Elementary School Incident Command System



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:

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

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided.

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire on School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. A three-tiered rating system is described below to assist schools in classifying emergency situations.

- Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover
- Shelter-In-Place
- Lock Down
- Evacuate Building
- Off-Site Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a collision results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION
2. If the School Administrator issues the EVACUATE 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 School Administrator will call "911" 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 Biological or Chemical Release. If the collision results in a utility interruption, refer to Loss or Failure of Utilities.
6. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid and Search Team will check injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the Alameda County HazMat or appropriate agency provides clearance and the School Administrator issues an authorization to do so.
9. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION.

Animal Disturbance

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

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING.
2. Upon discovering an animal, staff members will attempt to isolate the animal from students if it is safe. 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. It is suggested closing doors or locking gates as a means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call "911", Sheriff Dispatch 925-462-1212, or Animal Control 510-667-7763 and provide the animal's location and nature of the emergency.
4. The emergency contact will be notified if a staff member or student is injured.
5. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions at the school.

Armed Assault on Campus

An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

Procedure

1. Upon first indication of an armed assault, personnel should immediately notify the School Administrator or Office.
2. The School Administrator or Office will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION
3. The School Administrator will call "911" and Sheriff 925-462-1212, and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so. Lowell Hoxie is the assigned security officer on campus, and shall be notified.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement. 6. After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.

6. The First Aid/Medical Team will work with local authorities to ensure injured students and staffs receive medical attention.
7. The Administration will control all points of entry to the school.
8. The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will confer with the school secretary and the information officer to ensure the notification of parents and family members.
9. All media inquiries will be referred to the designated Public Information Officer.
10. The School Administrator will debrief staff and school police officers.

Biological or Chemical Release

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck or derailed train of hazardous materials in proximity of the school, or an explosion of underground pipelines.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

- Scenario 1 - Substance released inside a room or a building
- Scenario 2 - Substance released outdoors and localized
- Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure

Scenario 1: Substance Released Inside a Room or Building

1. The School Administrator will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call "911", Sheriff 925-462-1212 and/or CalFire 925-862-2197 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator will instruct the administration team to isolate and restrict access to potentially contaminated areas.
4. The Administration Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
5. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Eye wash station available in Science Lab if needed. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid.
6. should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. 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 Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The School Administrator will complete the Biological and Chemical Release Response Checklist.
9. Any affected areas will not be reopened until the Alameda County HazMat or appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action.
2. The Administration Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call "911", Sheriff 925-462-1212 or CalFire 925-862-2197 and will provide the exact location and nature of emergency.
4. The Administration 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.

5. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
6. 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 Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
7. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Administration Team will turn off local 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.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, and cafeteria). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
4. The School Administrator will call “911”, Sheriff 925-462-1212, CalFire 925-862-2197 and will provide the exact location and nature of emergency.
5. The School Administrator will turn on a radio or television station to monitor information concerning the incident. 6. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

Bomb Threat/ Threat Of violence

Response to a Bomb Threat is initiated upon discovering a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call “911” – telling the operator, “This is [state name] from Sunol Glen School. We are receiving a bomb threat on another line. The number of that line is [state phone number].”
2. The person answering the threat call should ask the following questions, record the answers, and then immediately notify the School Administrator:
 - a. When is the bomb going to explode?
 - b. Where is it?
 - c. What will cause it to explode?
 - d. What kind of bomb is it?
 - e. Who are you?
 - f. Why are you doing this?
 - g. What can we do for you to avoid the bomb from exploding?
 - h. How can you be contacted?
3. The School Administrator will direct the First Aide and Search Team(s) to search for suspicious packages, boxes or foreign objects.
4. If a suspicious object is identified, one First Aide and Search Team(s) will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area. No attempt should be made to investigate or examine the object.
5. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, including DUCK AND COVER, LOCKDOWN, EVACUATE BUILDING, or OFF-SITE EVACUATION. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed or safe routes to the Assembly Area.
6. 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.
7. The School Administrator will notify “911”, if not previously advised, and Sheriff 925-462-1212 and will provide the exact

- location (e.g., building, room, area) of the potential bomb, if known.
8. Do not resume school activities until the affected buildings are inspected by proper authorities and deemed safe. The School Administrator will give the ALL CLEAR signal when appropriate.
 9. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by condition changes.
 10. After the incident, the School Administrator will complete the Bomb Threat Report (Form C, Appendix A).

Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to the Superintendent or the Director of Maintenance and Operations or the school 925-862-2026.

This section addresses three possible scenarios involving a bus disaster:

- Scenario 1 - Earthquake
- Scenario 2 - Flood
- Scenario 3 - Serious Accident or Bus Fire.

Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

Procedure

Scenario 1: Earthquake

1. The driver should issue DUCK AND COVER action as described in Section 4.0.
 - a. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
 - b. Set brake, turn off ignition, and wait for shaking to stop.
 - c. Check for injuries and provide first aid as appropriate.
 - d. If the bus is disabled, stay in place until help arrives.
 - e. Contact the School Administrator to report location and condition of students and the bus.
 - f. If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
 - g. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
 - h. The driver will account for all students and staff throughout the emergency.

Scenario 2: Flood

1. DO NOT drive through flooded streets and/or roads.
 - a. Take an alternate route or wait for public safety personnel to determine safety.
 - b. If the bus is disabled, stay in place until help arrives.
 - c. Contact the School Administrator and the Director of Maintenance and Operations to report the location and condition of students.
 - d. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
 - e. In all instances, do not attempt to cross damaged bridges or overpasses.
 - f. The driver will account for all students and staff throughout the emergency.

Scenario 3: Serious Accident or Bus Fire

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Check for injuries and provide appropriate first aid.
5. Call "911" and Highway Patrol 925-828-0466 and provide exact location of the bus and wait for arrival of emergency responders.
6. Contact the School Administrator and Director of Maintenance and Operations to report location and condition of students.

7. The School Administrator will determine what additional appropriate notification(s) should be made. 8. Stay with the disabled bus until help arrives.
8. The driver will account for all students and staff throughout the emergency.

Disorderly Conduct

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Armed Assault on Campus.

Procedure

1. Upon witnessing Disorderly Conduct, staff should calm and control the situation and attempt to isolate the perpetrator from other students and staff if it is safe.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, including SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING, or OFF-SITE EVACUATION.
4. The School Administrator will call the Director of Maintenance and Operations and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911".
5. If an immediate threat is not evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator calmly and non-confrontationally and request that he or she leave the campus. Avoid any hostile situations.

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 and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING. Staff and students will evacuate the buildings using prescribed or safe routes to the Assembly Area.
4. 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 Student Release and Accountability Team of missing students.
5. The School Administrator will direct the Director of Maintenance and Operations to post guards a safe distance away from building entrances to prevent access.
6. The Director of Maintenance and Operations will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The First Aid and Search Team will check for injuries and provide appropriate first aid.
8. The School Administrator will direct the Director of Maintenance and Operations to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the First Aide and Search Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
10. The School Administrator will contact the Local District Superintendent to determine additional actions that may be necessary. The actions will be communicated to the District's Office of Communications.
11. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Administration will inspect school buildings. The Administration will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. Any affected areas will not be reopened until the Local District Facilities provides clearance and the School Administrator gives authorization to do so.
13. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school. In the event an earthquake occurs during non- school hours:
 - a. The School Administrator and the Facilities Manager will assess damages to determine any necessary corrective actions.
 - b. The School Administrator should confer with Facilities on identified damages to determine if the school should be closed.

- c. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System.

Explosion or Risk Of Explosion

This section addresses four possible scenarios involving an Explosion/Risk of Explosion:

- Scenario 1 - Explosion on school property;
- Scenario 2 – Risk of explosion on school property;
- Scenario 3 - Explosion or risk of explosion in a surrounding area
- Scenario 4 – Nuclear blast or explosion involving radioactive materials.

Procedure

Scenario 1: Explosion on School Property

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action. 3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
3. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
4. 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.
5. The School Administrator will call “911” and CalFire 925-862-2197 and will provide the exact location (e.g., building, room, area) and nature of emergency.
6. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
7. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
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 Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
10. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
11. The School Administrator will contact the District Facilities Director to ensure buildings are safe for reoccupancy. 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. 13. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
12. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions

Scenario 2: Risk of Explosion on School Property

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION
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 roster 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 sheriff 925-462-1212 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment. 6. The School Administrator will advise the Search and Rescue Team to initiate rescue operations.
6. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
7. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.

In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.

8. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The School Administrator will initiate the SHELTER-IN-PLACE response action
2. The School Administrator will notify "911" and Sheriff 925-462-1212 and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The School Administrator will initiate the SHELTER-IN-PLACE response action
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The School Administrator will notify "911" and Sheriff 925-462-1212 and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. The Security/Utilities team will turn off the school's main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local 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.
6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
7. At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

Fire in Surrounding Area

This procedure addresses the situation where a fire is 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.

Procedure

1. The School Administrator will initiate the appropriate Immediate Response Actions, including SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
2. The School Administrator will notify "911" and CalFire 925-862-2197 and will provide the location and nature of the emergency.
3. The School Administrator 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 the fire, smoke, or other hazardous conditions threaten school grounds.
5. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the affected building(s) using prescribed or safe routes to the Assembly Area.
6. 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.
7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
8. The School Administrator will activate the Parent Alert System as appropriate.
9. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by condition changes.

Fire on School Grounds

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

Procedure

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately initiate the EVACUATE BUILDING. Staff and students will evacuate buildings using the 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 School Administrator will call "911" and CalFire 925-862-2197 and provide the fire's exact location (e.g., building, room, area).
5. The Fire Suppression and HazMat Team will suppress fires and initiate rescue procedures until the local fire department arrives.
6. The Security/Utilities Team will secure the area to prevent unauthorized entry and clear access roads for emergency vehicles.
7. The Agency Liaison will direct the fire department to the fire and brief fire department officials on the situation.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. Any affected areas will not be reopened until the Alameda County Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
10. For fires during non-school hours, the Superintendent will determine if the school will open the following day. 11. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

Flooding

This procedure applies whenever stormwater or other water sources inundate or threaten to inundate school grounds or buildings. Flooding may occur due to prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning as a result of damage to water distribution systems or a failure of a nearby man-made dam.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION
2. The School Administrator will notify "911" and Sheriff 925-462-1212 and will describe the nature and extent of the flooding.
3. The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed or safe routes to the Assembly Area.
5. 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.
6. The school Administrator will activate the Parent Alert System as appropriate.
7. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

Loss or Failure Of Utilities

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

Procedure

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. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE or EVACUATE BUILDING.
3. The School Administrator will notify the Director of Facilities and provide the emergency's location and nature.
4. Local maintenance area personnel working with the school administration will contact the affected utility company to see if their assistance is required and if the potential length of time service will be interrupted.
5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility. If the loss of utilities may generate a risk of explosion, such as a gas leak.
6. In addition to the procedures listed above, the Incident Commander will implement the following plans if utilities are disrupted.

Plan for a Loss of Water:

A disruption of a clean water supply will cause a range of difficulties that will have to be addressed by the administration at that time.

1. Discolored Water
 - a. If it results from a breakdown in the treatment plant and discolored water is supplied, the drinking fountains will be blocked off. There is a day's supply of bottled water on site for drinking and medical treatment. Any science experiments should be discontinued because the eye wash station will be out of service until a clean supply of water is available. If the weather is hot strenuous activity (PE) will be discontinued until a larger drinking water supply can be supplied. Lunch is provided on paper products; no cooking or cleaning should be affected by this problem. Toilets will still function as normal.
2. Unpurified Water
 - a. This may occur in conjunction with discoloration.
 - b. The same applies to the above with the following exception: Everyone will be advised that hand washing will not be done with water; the hand sanitizer dispensers should be used in various classrooms.
3. Total Disruption
 - a. At the time of disruption, the superintendent will have to make a determination as to the possibility of school closure until water is supplied or other alternatives are supplied (portable toilets, larger bottled water supply).

Plan for a Loss of Electricity:

Disruption of electricity may cause a range of difficulties that must be addressed by the administration at that time.

1. Part of the school site is affected
 - a. If the electricity is out on part of the school, the Administrator shall relocate students and staff to another area of the campus, if necessary, and feasible, where the electricity is working.
 - b. The Administrator shall contact the Director of Facilities and advise of the power outage.
2. The entire school site is affected
 - a. If the power outage affects the entire school site, then the Administrator shall contact the Director of Facilities and advise of the power outage. Students shall be relocated to another part of the campus only if necessary and/or feasible. If for an extended period of time, the impact on the overall learning environment and the safety and comfort of students and staff will have to be made by the superintendent as to the possibility of school closure until electricity is restored or other alternatives are supplied (portable generator).

Plan for a loss of Natural Gas:

A disruption of natural gas may cause some minor difficulties that will have to be addressed by the administration at that time. Heating will not be available in the cafeteria. The Administrator shall relocate students to another area of the campus if necessary and feasible.

Hot water will not be available in the kitchen; the sink in the staff room will be used for sanitation of nondisposable utensils. In the event that a gas odor is encountered anywhere on the campus, the Administrator shall contact the Director of Facilities.

Plan for a loss of Communication:

The following equipment is on hand at Sunol Glen Unified School District:

- Land line phone system
- Public address system
- Cell phones
- Battery-powered megaphone
- Portable generator to power portable ham radio

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, Biological or Chemical Release. If a collision results in a utility interruption, Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE 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 School Administrator will call “911” and will provide the exact location (e.g., building, area) and nature of the emergency.
5. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill. If the crash results in a utility interruption.
6. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
7. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
8. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Pandemic

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

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

Healthy Habits to Reduce Public Health Emergency Impact Schools can reduce the impact and spread of a public health emergency by reinforcing basic healthy habits. These habits include:

- Wash hands often. Students must wash their hands with soap and water after visiting the restroom and before and after eating. Schools must stock adequate hand-washing supplies for all restrooms.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Students must cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity. Schools can practice social distancing to reduce the spread of airborne germs when possible. Keeping students at least three feet apart dramatically reduces the spread of germs from an uncovered cough or sneeze.
- Exclude students and staff who are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with apparent symptoms, such as an elevated temperature, cough, runny nose, or other symptoms, should be separated from the general population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs and sent home with a parent or guardian.
- Activate the School's Continuity-of-Service Plan in the event of a wide-scale or pandemic illness; critical school employees could be absent for days, weeks, or months. Such a reduction in available staff will challenge the continuity of school operations and services because there will not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Office Manager, Custodian, Cafeteria Manager, Coordinator, or Assistant Principal. Every school should have a plan to make sure that essential tasks usually performed by critical employees can still be done when those employees are absent. School sites are asked to cross-train at least two people on basic operations to fill in for missing co-workers.
- Develop Alternate Lessons. During significant health emergencies, students may be absent for weeks. Schools should have lesson plans for students who will be home for extended periods, as well as multiple means of communicating lesson content to students and parents. Methods may include the following:
 - Allowing students to take home school books and class materials
 - Posting lessons on school websites with materials
 - Using telephone messages to homes
 - Use of other approved Internet education websites
 - Mailing home printed materials
 - Having printed materials available for families to pick up at school

Psychological Trauma

Crisis management at Sunol Glen School specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence, the death of a student or staff member, an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.

- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, attention must turn to meeting students' and staff's emotional and psychological needs.

Procedure

1. The School Administrator will notify the Alameda County Emergency Medical Services (510-618-2050) to access counseling support services.
2. As applicable, the School Administrator and school counselor will coordinate with the county office of education and neighboring districts to provide students and staff access to counseling support services.

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 staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption and restrict access to the area.
2. The School Administrator will notify "911", the Sheriff 925-462-2127, and or the Department of Environmental Health 510-567- 6700.
3. The School Administrator 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 School Administrator 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 School Administrator will notify parents of the incident as appropriate.

Tactical Responses to Criminal Incidents

This procedure should be followed if site personnel receive a threat targeting an individual, a particular group or the entire school community. Such threats may be obtained by written note, e-mail, or phone call. The School Administrator should make sure that all threats are properly assessed in accordance with District Policy.

Procedure

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team will assess the warning signs, risk factors, stabilizing factors, and potential precipitating events to describe the risk for a particular point in time accurately. There are five categories of risk as described by the Alameda County Sheriff's Department:
 - a. Category 1 High violence potential; qualifies for arrest or hospitalization.
 - b. Category 2 High violence potential; does not qualify for arrest or hospitalization.
 - c. Category 3 Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
 - d. Category 4 Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
 - e. Category 5 Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
3. The School Administrator will notify "911", the Sheriff 925-462-2127
4. As soon as the physical safety of those involved has been ensured, attention will turn to meeting students' and staff's emotional and psychological needs. Crisis intervention may be necessary and appropriate.

Unlawful Demonstration or Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE. 3. The School Administrator will notify the Sheriff's department at 925-462-2127 and provide the exact location and nature of the emergency.
3. If students leave the campus, the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control students' actions while offsite.
4. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken by closing drapes and blinds in rooms so equipped.
5. The Documentation staff member should accurately record events, conversations, and actions.
6. All media inquiries will be referred to the School Administrator
7. The School Administrator should proceed in good judgment based on police or other legal advice in taking action to control and resolve the situation.
8. The School Administrator will notify parents of the incident, as appropriate.

Emergency Evacuation Map

EMERGENCY EXIT ROUTES

- 100 Auditorium
- 101 HR office
- 102 Basement
- 103 Office
- 104 Bathroom
- 105 K/1 grade
- 105 K/1 grade
- 107 Bathroom
- 108 copy/bathroom
- 109 Administrative
- 200 K/1 grade
- 201 pre school
- 202 special ed
- 300 5th grade
- 302 2/3 grade
- 303 2/3 grade
- 305 2/3 grade
- 307-310 bathrooms
- 311 PE office/storage
- 306 Facilities office
- 400 4th grade
- 402 6th grade
- 403 science lab
- 404 7th grade
- 406 8th grade
- 500 speech room
- 501 library
- 502 computer lab
- 600 music room
- 700 staff lounge
- 701 cafeteria
- 801 art pending
- 802 daycare



**EMERGENCY PLAN FOR
STUDENTS
WITH SPECIAL NEEDS**

**FOR
SUNOL GLEN UNIFIED
SCHOOL DISTRICT**

**Annex
to
Sunol Glen USD**

Comprehensive School Safety Plan

TABLE OF CONTENTS

	Page No.
I. PURPOSE OF PLAN	4
A. Presidential Mandate	4
B. Planning Assumptions	5
II. STATUTES FOR SERVICES IN SCHOOL	6
A. Americans with Disabilities Act	6
B. Individuals with Disabilities Education Act	6
C. Section 504 of the Rehabilitation Act	7
III. MITIGATION AND PREVENTION.....	10
A. Teacher Survey: Students Needing Special Assistance	10
B. Mitigation Strategies	11
IV. PREPAREDNESS	12
A. General Strategies	12
B. Buddy System	12
C. Medication Management	13
D. Access to Communication	14
E. Time Management	15
F. Preparedness Supplies	15
G. Drills	16
H. Key Practices for Certain Impairments	16
I. Developing a Special Needs Evacuation Plan	19
V. RESPONSE	22
A. Shared Leadership	22
B. Assess the Situation	22
C. Announce the Emergency	22
D. Lockdown/Shelter-in-Place Strategies	23
E. Implement Evacuation	23
F. Transport Students	24
G. Reassess Needs	25
H. Other Considerations for Special Needs Populations	25
VI. RECOVERY	26
A. Restoration	26
B. Supportive Services	26
C. Reassurance	27

VII. APPENDICES	28
A. School Emergency Evacuation Planning Checklist	28
B. Emergency Information Form for Students with Special Needs	29
C. 72-Hour Medication Forms (English and Spanish).....	31
D. Acronyms	32

Sunol Glen USD Emergency Plan for Students with Special Needs

SGUSD Comprehensive School Safety Plan

The SGUSD Comprehensive School Safety Plan consists of several components. The Emergency Plan for Students with Special Needs annex is an incident management strategy that serves to augment the SGUSD Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the plan must be implemented in its entirety.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may be required for students with special needs in the event of an emergency. For the purposes of this annex, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with special needs and disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the special needs demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the special needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with special needs:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with special needs throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child's unique needs and provide the child with educational benefit.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child's academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with special needs who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disturbance	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Mental retardation	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <https://youth.gov/federal-links/national-dissemination-center-children-disabilities>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with special needs may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, teachers should provide to the main office the name(s) of students/staff that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with special needs.
- **Know who is on your school site:** Identify students and staff on the site with special needs and disabilities. The school principal must be aware of all students with special needs using school facilities and services.
- **Identify the students** who are severely handicapped and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., broken
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire special needs/staff population.
- **Develop a schedule** a daily activities and classes that identifies where a special needs student may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with special needs on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the special needs student is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with special needs students for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a special need. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the special needs student.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the special needs student when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a special need because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified.
Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.
- The buddy forgets or is frightened and abandons the special needs person.
Check on each special needs student to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.

C. Medication Management

Most students with special needs have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the special needs student.
- Carry contact and medical information for all students and provide individual medical information on a card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with special needs are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with special needs will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with special needs should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit
- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with special needs should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best

done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals with hearing impaired students for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheel chairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in classrooms. Have oxygen and respiratory equipment readily available. Students and staff

should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Special Needs Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

1. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.
- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with special needs and they type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with special needs. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with special needs.

- Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each special needs student to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personal, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for special needs requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students.

- Include students with special needs in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheel chair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with special needs in evacuation procedures.
- Provide procedures for receiving students with special needs at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV.

RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.
 - Touch the person on the elbow gently.

- Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

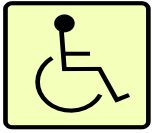
- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc.

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
- Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
- If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number

- Sheltering location
- Trip mileage
- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Special Needs Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the special needs student after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV.

RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connects school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with special needs with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aides, wheelchairs,

C. Reassurance

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with special needs?		
Have you identified students with special needs on site from other school districts?		
Have you identified the medical needs of your students with special needs and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with special needs?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with special needs, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with special needs?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with special needs?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with special needs?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Special Needs

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:		Emergency Phone:	
		Fax:	
Current Specialty Physician:		Emergency Phone:	
Specialty:		Fax:	
Current Specialty Physician:		Emergency Phone:	
Specialty:		Fax:	
Anticipated Primary ED:		Pharmacy:	
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam	
1. _____	Baseline physical findings: _____
_____	_____
2. _____	_____
_____	_____
3. _____	Baseline vital signs: _____
_____	_____
Synopsis: _____	_____
_____	Baseline neurological status: _____
_____	Blood Type: _____

*Consent for release of this form to health care providers

Form Courtesy of: © American College of Emergency Physicians and American Academy of Pediatrics. Permission to reprint granted with acknowledgment.

72 Hour Disaster Medication Authorization To Administer Medication

STUDENT MEDICATION – Legal Reference: Education Code Section 49423

“...any pupil who is required to take, during the regular school day, medication prescribed for him/her by a physician, may be assisted by the school nurse or other designated school person, if the school district received (1.) a written statement from such a physician detailing the name of the medication, the method, amount, and time schedules by which such medication is to be taken, and (2.) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matter set for in the physician’s statement.” No other medication is to be administered by school personnel. This includes all medication available without a prescription. **Medication is to be sent in the original container labeled with the name of the student, name of prescribing physician, name of medication and instructions. This form must be completed and included.** It is the parent’s responsibility to update this form as needed.

Student _____ Grade _____ Teacher _____ Date _____

Parent _____ Phone(s) _____

Health Care Provider _____ Phone _____

1.	Medication(s)	Dose	Frequency	Duration	Possible Side Effects
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

2. **Additional Information and/or Precautions** regarding medications or student’s condition:

3. I am the parent/guardian of the above student and I have lawful custody of said child. I hereby give consent to appropriate District personnel to administer or assist in administering medication(s) and/or treatment as specified by his/her health care provider. Furthermore, I hereby give consent to the District to receive from, or send to, the health care provider any information concerning my child’s medical condition.

Parent/Guardian Signature _____ Date _____

4. ****Complete this section for medications which student may self-administer:**

AUTHORIZATION FOR SELF-ADMINISTRATION:

A. **Student:** I certify that I have read and understand the instructions regarding the self-administration of my medications(s). I agree to take these above described medications in compliance with my health care provider’s recommendations.

Student Signature _____ Date _____

B. **Parent/Guardian:** My child has been instructed in the proper dosage and administration of the above medication and has demonstrated the ability to self-administer it. We/I (Parent/Guardian) request that s/he be permitted to self-administer it as directed by our health care provider in compliance with District policy and procedures.

Parent/Guardian Signature _____ Date _____

5. **HEALTH CARE PROVIDER:** I am a physician actively licensed by the state of California. Attached hereto is a prescription for the medication/treatment specified above.
() Initial here if student has been properly trained and is able to self-administer

PHYSICIAN SIGNATURE _____ Date _____

Please Print/Stamp Physician
Name, Address, Phone here:

Original – File
Copy – School Nurse & Teacher

72 Horas Medicamentos en caso de Desastre AUTORIZACIÓN PARA ADMINISTRAR MEDICINAS



MEDICINAS PARA ALUMNOS Referencia Legal: Código Educacional Sección 49423

«...cualquier alumno que debe tomar medicina recetada por su médico durante el día escolar, puede obtener la ayuda de la enfermera escolar u otro personal escolar designado, si el distrito escolar ha recibido (1) declaración escrita del médico detallando el nombre de la medicina, método, dosis y horario de administración de tal medicamento, y (2) una declaración escrita del padre o guardian del alumno indicando su consentimiento para que el distrito escolar asista al estudiante a tomar la medicina de acuerdo con las instrucciones del médico.» Ningun otro medicamento puede ser administrado por el personal escolar. Esto incluye medicamentos disponibles sin receta.

Las medicinas se deben mandar a la escuela en el envase original claramente marcado con el nombre del estudiante, nombre del médico quien lo autoriza, nombre de la medicina e instrucciones. Favor de completar y adjuntar este formulario también. Favor de notar que es la responsabilidad de los padres de estar seguros que la información en este formulario esté al corriente.

Estudiante _____ Grado _____ Maestro/a _____ Fecha _____

Padre/Madre _____ Teléfono _____ o _____

(La sección de abajo debe ser completado por el médico)

** Health Care Provider _____ Telephone _____

1. Medications	Dose	Frequency	Duration	Possible Side Effects
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2. **Additional Information and/or Precautions** regarding medication or student's condition:

3. Soy el/la Padre/Guardian del estudiante nombrado arriba y tengo custodia legal de él/ella. Por medio de esto doy mi permiso al personal apropiado del Distrito en administrar o ayudar en la administración de medicamentos y/ o tratamiento como es especificado por su médico. Además, doy consentimiento al distrito para recibir de o mandar a este proveedor de salud cualquiera información acerca de la condición de salud de mi hijo/a..

Firma de Padre/Madre/Guardian: _____ Fecha _____

4. Si el estudiante puede administrar medicamentos por sí mismo, hay que llenar este contrato:

AUTORIZACIÓN PARA AUTO-ADMINISTRACIÓN:

- A. **Estudiante:** Certifico que he leído las instrucciones acerca de la autoadministración de mi(s) medicina(s). Estoy de acuerdo con tomar estas medicinas nombradas arriba según las recomendaciones del médico.

Firma del Estudiante: _____ Fecha _____

- B. **Padre/Madre/Guardian:** Mi hijo/a ha sido instruido en la administración y dosis correcta de las medicinas(s) nombrada(s) arriba y ha demostrado la habilidad de autoadministrarsela(s). Nosotros/Yo (Padre/Guardian) pedimos que el/ella tenga permiso de administrarse la(s) medicina(s) a sí mismo según las instrucciones de nuestro médico y las reglas del Distrito.

Firma de Padre/Madre/Guardian: _____ Fecha _____

4. ****Health Care Provider:** I am a physician actively licensed by the State of California. Attached hereto is a prescription for the medication/treatment specified above.

[] * initial here if student has been properly trained and is able to self-administer

Physician Signature _____ Date _____

APPENDIX D

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired