

Comprehensive School Safety Plan

**2024-2025
School Year**

School: Sunol Glen Unified School District Board
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District: Sunol Glen Unified School District
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- with Staff
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- with Fire Authority

Approved by:

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Comprehensive School Safety Plan Purpose

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

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

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

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

Assessment of school crime committed on school campuses and at school-related functions

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

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

A copy of the Comprehensive School Safety Plan is available for review at the school's 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 Unified School District Board 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

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.

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

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.

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

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.

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

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).

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

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.

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

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

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.

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

1. Comprehensive Safety Training and Drills

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.

Student Drills: Develop and implement age-appropriate safety education for students, which includes fire drills, lockdown drills, earthquake preparedness, and personal safety protocols.

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

Strategy: Regular Security Audits and Updates

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.

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.

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

Strategy: Comprehensive Mental Health Support System

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

Strategy: Anti-Bullying Policies and Positive Behavior Programs

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.

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

Strategy: Strengthening School-Home Partnerships

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. 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)
5. 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)
6. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
7. 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

1. Initial Telephone Report.

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)

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

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.

2. Written Report

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)

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)

3. 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:

1. 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 (See Appendix C-F)

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:
 - Training of staff in first aid and cardiopulmonary resuscitation
 - 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:
 - The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
 - Individuals responsible for specific duties
 - 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
 - Identification of at least one person who holds a valid certificate in first aid and cardiopulmonary resuscitation
 - Assignment of responsibility for identification of injured persons and administration of first aid
5. Personal safety and security, including:
 - Identification of areas of responsibility for the supervision of students
 - Procedures for the evacuation of students and staff, including posting of evacuation routes
 - Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
 - 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
 - Provision of a first aid kit to each classroom
 - Arrangements for students and staff with special needs
 - 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:
 - The impact on student learning and methods to ensure continuity of instruction
 - 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:
 - Identification of spokesperson(s)
 - Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications

- 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

- 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:

- Development of guidelines for law enforcement involvement and intervention

- 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

9. Steps to be taken after the disaster or emergency, including:

- Inspection of school facilities

- 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.

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 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))

(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.

(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:

- Threats or gestures of violence toward others
- Possession of weapons or dangerous objects
- Verbal or physical threats of self-harm
- Documented history of violent behavior
- 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:

-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.

-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)

-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/)
<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

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. 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 Unified School District Board 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.

(K) 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.

(J) 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

-Regular Active Shooter Drills**: Conduct at least two drills annually for staff and students, including lockdown, evacuation, and communication protocols.

-Staff Awareness**: Train staff on identifying signs of potential threats, including behavioral warning signs and suspicious activities.

****B. Security Measures**

- Access Control**: Implement controlled entry points and security screening where feasible.
- Surveillance Systems**: Ensure functioning security cameras in key areas.
- 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

Lockdown Procedures:**

- Immediately lock all doors and windows. If you cannot lock the door, barricade it with furniture or other available materials.
- Turn off lights and silence electronic devices, including phones.
- Stay low and out of sight, positioning yourself in a corner or behind large objects.
- Do not open the door for anyone until identified as law enforcement or other first responders.
- Follow the *****Run, Hide, Fight***** protocol:
- ****Run****: Evacuate if safe to do so, using the nearest exit. If possible, assist others in evacuating.
- ****Hide****: If evacuation is not possible, hide in a secure area. Remain silent and out of sight.
- ****Fight****: As a last resort, if confronted, act aggressively to defend yourself and others. Use any available objects as weapons.

****B. If You Are Outside the Building****

- ****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.
- ****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

- Call 911**: Provide the operator with specific information, including the shooter's location, description, number of shooters, and if any victims are present.

-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.

B. 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

-Safe Routes: Identify and practice at least two safe evacuation routes in advance, including alternative exits in case primary routes are blocked.

-Evacuation Assistance: Designate staff members to assist students with disabilities or others who may need help evacuating.

B. Assembly Area

-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.

- 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

- Cooperate Fully: When law enforcement arrives, follow their instructions immediately. Do not attempt to leave the area until it is safe to do so.
- Provide Information: Provide law enforcement with any pertinent information regarding the shooter's appearance, behavior, and possible whereabouts.

B. Support for Students and Staff

- 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.

C. Debrief and Review

- 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.
- Update Safety Plan: Make any necessary adjustments to the safety plan based on lessons learned and feedback from drills and real incidents.

6. Continuity of Operations Plan (COOP)

- 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.

-Staff Assignments: Ensure that staff roles are clearly defined for both immediate and long-term recovery efforts.

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
7. 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.

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)

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

A. Identification of Threat:

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.

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.

B. Immediate Reporting to Law Enforcement:

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).

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

A. Lockdown Procedures:

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:

Secure all entry points – Close and lock all doors and windows.

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.

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.

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.

B. 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:

Secure all doors and windows – Ensure that all doors and windows are closed and sealed.

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.

Evacuation Procedures (If Necessary)

A. 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:

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.

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

A. 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.

B. 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

A. 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.

B. 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

A. 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.

Law enforcement will conduct an investigation into the incident, and the Principal will ensure that all necessary reports are filed.

B. 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.

C. 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.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 1, 2025 and adopted by Sunol Glen Unified School District Board on June 24, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

The 2025–26 school year represents Sunol Glen Unified School District’s continued commitment to academic excellence, wellness, and inclusion. As we move beyond pandemic recovery, the district has prioritized initiatives that promote strong core instruction, responsive academic support, and expanded social-emotional learning services. Our learning environment integrates digital tools such as Google Classroom, IXL, Lexia English and Zearn, ensuring personalized and engaging instruction for all students.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Sunol Glen Unified School District Board will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

The district maintains contingency plans to support learning continuity and communication during emergencies such as power outages, infrastructure damage, or natural disasters. In the event of such disruptions:

- Teachers and administration will use multiple communication channels (e.g., ParentSquare email and phone alerts and the school website) to maintain two-way communication.
- Paper-based instructional materials will be prepared and available for families as needed.
- Staff will initiate wellness and attendance check-ins via phone if digital methods are unavailable.
- The district will coordinate closely with county emergency services and ACOE to ensure all essential operations can continue as safely and smoothly as possible.
- Families are encouraged to keep contact information current and to inform the office of any changes in communication accessibility.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Supports for English Learners, students with disabilities, and low-income students include:

- Targeted aide support
- Modified and differentiated materials
- One-on-one teacher check-ins
- Translation services for families
- Access to technology and home internet support

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Sunol Glen Unified School District Board will provide access to in-person or remote instruction as soon as practicable,

but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Sunol Glen Unified School District Board remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Sunol Glen Unified School District recognizes that in the event of an emergency or temporary disruption to in-person learning, continuity of instruction must be maintained through a robust remote learning plan. As required, the District's remote instruction will align with the provisions of Education Code sections 51747 and 51749.5, which govern Independent Study instruction. Instruction delivered remotely will meet or exceed the instructional standards applied to Independent Study programs, ensuring that students continue to receive a rigorous, standards-aligned education. Remote instruction will include daily live interaction, teacher access for support, and regular progress monitoring to uphold academic integrity and equitable access for all students.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Sunol Glen USD ensures all students have access to both digital and physical instructional materials as needed. Digital materials are accessed through platforms such as Google Classroom, while hard-copy packets can be provided during emergencies or at family request. Materials are available for pickup at designated school times or can be mailed in unique circumstances. All students have access to Chromebooks and hotspots, ensuring equitable access to digital learning.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students access schoolwork through Google Classroom (Grades TK–8). Assignments can be submitted digitally or returned as paper packets, depending on student needs. Teachers maintain communication through email, classroom apps (e.g. ParentSquare), and phone calls to ensure families understand how to submit work and receive feedback. These methods ensure access and equity for all learners, regardless of home connectivity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Sunol Glen Unified School District Board provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

If in-person learning is disrupted due to an emergency or disaster, Sunol Glen USD will support students and families in enrolling at a nearby district or COE program. The district will coordinate directly with neighboring LEAs (e.g., Pleasanton USD or Livermore Valley Joint USD) to facilitate temporary placement and ensure continuity of learning. Reassignments will be handled collaboratively with families, ensuring alignment with each student's academic and social-emotional needs.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

In the event of a transition to remote instruction, Sunol Glen USD will implement clear and consistent communication protocols for families, students, and staff. The district will use multiple channels to share timely updates, including email, text notifications, the Eagle Flyer newsletter, ParentSquare, the district website, and classroom platforms like Google Classroom. Updates will be provided weekly or as needed, with immediate alerts issued in emergencies. Teachers will maintain regular communication with students and families through class apps, email, and scheduled check-ins to support instructional continuity and address student needs. Translations and personalized outreach will be provided to ensure equitable access to information.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

To ensure readiness for a pivot to remote learning, Sunol Glen USD maintains a 1:1 student-to-Chromebook ratio and offers internet hotspots to families without reliable access. All educators and students are trained in the use of digital platforms and curriculum. Written agreements for Independent Study are made available promptly if a transition becomes necessary. Instructional materials and assignments are accessible online, and paper copies are provided when needed. Teachers have access to district-supported devices and ongoing technology support. The district's IT Manager remains on-call to troubleshoot issues, and periodic checks of digital readiness are conducted throughout the year.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Remote instruction will focus on essential standards-aligned learning objectives in all content areas. Teachers will prioritize foundational skills and grade-level competencies, using tools such as mCLASS (K–5) and IXL (6–8) to monitor student progress. Students will receive frequent formative feedback and opportunities to demonstrate understanding through multiple formats. Supports include scheduled small-group instruction, virtual office hours, and individualized check-ins for students needing additional assistance. Instruction will be designed to be engaging, manageable, and aligned to the rigor of in-person learning, ensuring continuity and equity for all learners.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Sunol Glen USD is committed to ensuring that all students have equal access to instructional resources, regardless of background or circumstance. Students with disabilities, English learners, foster youth, and students experiencing homelessness are provided with individualized support tailored to their needs. This includes access to technology (Chromebooks, hotspots), translation services, and modified instructional materials. Teachers and support staff regularly check in with families to identify and remove barriers to participation. Instructional aides are assigned to support targeted students in both academic and behavioral needs. All efforts are guided by principles of equity and inclusion, ensuring every student remains connected to learning and the school community.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Sunol Glen USD ensures that all students with IEPs continue to receive services as outlined in their plans, even during remote instruction. Special education teachers collaborate with general education teachers to modify assignments and maintain accommodations. Related services such as speech and occupational therapy are delivered virtually or in person, based on student needs and parent preference. IEP meetings are held virtually or in person, ensuring parent participation and timely compliance with required timelines. Ongoing communication with families helps monitor student progress and adjust services as needed to meet goals.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learners are supported through integrated and designated ELD instruction, aligned with the California English Learner Roadmap Policy. Classroom teachers implement research-based strategies such as visual supports, modeling, sentence frames, and small-group instruction. Instructional aides provide additional support for language development and academic vocabulary. EL students have access to language-rich platforms such as Lexia English, Google Classroom, and are monitored for progress in language acquisition. Regular family outreach ensures EL families are informed and supported, with translation services provided when needed.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Sunol Glen USD provides ongoing professional learning opportunities to ensure that staff are well-equipped to pivot seamlessly to remote instruction and assessment if needed. Educators receive training on digital instructional tools with an emphasis on maintaining student engagement, accessibility, and academic rigor in a virtual setting. Professional development also includes strategies for supporting students with diverse learning needs, including those with IEPs and English learners. The district collaborates with the Alameda County Office of Education and neighboring districts to expand access to high-quality shared professional development resources. In addition, site-based collaboration time is dedicated to developing alternative lesson formats, refining virtual teaching strategies, and planning for instructional flexibility. These resources help ensure instructional continuity and strengthen teacher readiness in the event of a shift to remote learning.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Sunol Glen USD is committed to supporting the physical and mental well-being of all students. In the 2025–26 school year, the district hired a full-time school counselor to ensure consistent access to mental health support, crisis intervention, and social-emotional guidance. The counselor works directly with students, families, and staff to promote wellness and respond to individual needs. Additionally, the district has implemented the Character Strong social-emotional learning curriculum schoolwide, creating a shared foundation of emotional intelligence, empathy, and resilience across all grade levels. When necessary, the district partners with local agencies to provide access to physical and mental health professionals, including those who speak languages other than English. Translation services are available to ensure clear communication and culturally responsive care.

Plans to provide access back-up, water and medicines in the event of an emergency.

Sunol Glen USD maintains emergency preparedness supplies onsite, including backup drinking water, first aid kits, and essential medications provided by families for individual students. In the event of an emergency, school staff are trained to manage and distribute necessary supplies and ensure student safety. Emergency contact and medical information are updated annually and accessible to designated staff. The district regularly reviews and replenishes emergency materials and conducts drills to ensure readiness for natural disasters, power outages, or other emergencies.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

To ensure continuity of key support services in the event of a shift to remote or hybrid learning, Sunol Glen USD has developed adaptable plans for special education, counseling, and food services. Special education services, including IEP supports and related services such as speech therapy, can be delivered virtually, with regular case manager check-ins and online parent meetings. The district's full-time counselor continues to offer virtual sessions and check-ins during remote learning, integrating Character Strong SEL lessons into both classroom settings and individual support. To maintain access to meals, the district will implement scheduled meal pick-ups. These coordinated strategies help ensure that students remain supported across all essential services, even when in-person access is temporarily unavailable.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

The development and implementation of Sunol Glen USD's Independent Study Contingency Plan (ICP) is a collaborative effort involving administrators, staff, the IT manager, students, and parents. Administrators guide the overall planning, compliance, and coordination of services, ensuring the ICP aligns with state education codes and district goals. Staff contribute by providing feedback on instructional practices, identifying student needs, and helping adapt curriculum for remote delivery. The IT manager supports platform selection, device deployment, and digital accessibility, ensuring systems are functional and user-friendly. Parents and students offer critical input through surveys, School Site Council meetings, and direct communication with teachers and administrators, helping to shape decisions that reflect the community's needs. This collective approach ensures the ICP is practical, equitable, and responsive to the needs of all learners.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Before resuming in-person instruction following a disruption, Sunol Glen USD will assess multiple factors to ensure the safety and readiness of the school community. Conditions that must be met include:

- Clearance from Local and State Health Authorities: The district will follow guidance from the Alameda County Public Health Department and the California Department of Public Health regarding safe reopening.
- Facility Readiness: Buildings and classrooms must be inspected and deemed safe for occupancy, with utilities fully operational and any structural or environmental concerns resolved.
- Staffing and Supervision: Adequate staffing levels must be confirmed to ensure student supervision, instructional delivery, and health and safety support.
- Communication with Families: Families will receive clear and timely information outlining the timeline for reopening, any modified procedures, and expectations for students and staff.
- Availability of Essential Supplies: Necessary supplies such as food, water, student materials, PPE (if applicable), and sanitation products must be restocked and in place.
- Mental Health and Transition Support: Staff and students will be supported in transitioning back to in-person learning through SEL lessons, counseling services, and reentry routines aligned with the schoolwide Character Strong framework.

These conditions ensure that the return to campus is safe, organized, and responsive to the academic and emotional needs of the school community.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Sunol Glen Unified School District Board's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Sunol Glen Unified School District Board's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This Instructional Continuity Plan (ICP) will be integrated into Sunol Glen USD's Comprehensive School Safety Plan (CSSP) by July 1, 2025, in compliance with SB 153. The ICP will be aligned with and considered alongside other safety protocols outlined in the CSSP. Inclusion of the ICP ensures the district meets the requirements for approval of a Form J-13A waiver request beginning in the 2026–

27 fiscal year.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This Instructional Continuity Plan (ICP) will be reviewed and updated in collaboration with educational partners, incorporating feedback and lessons learned regularly. Input will be gathered through monthly School Site Council (SSC) meetings, where parents, staff, and administrators discuss program effectiveness and implementation. Additional input will be collected during regularly scheduled staff meetings to ensure the perspectives of teachers and support staff are included in the review process. The updated ICP will be presented to the Governing Board for approval as part of the Comprehensive School Safety Plan (CSSP), which is scheduled for board adoption each January. This cycle ensures the plan remains responsive, relevant, and aligned with the evolving needs of the school community.

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

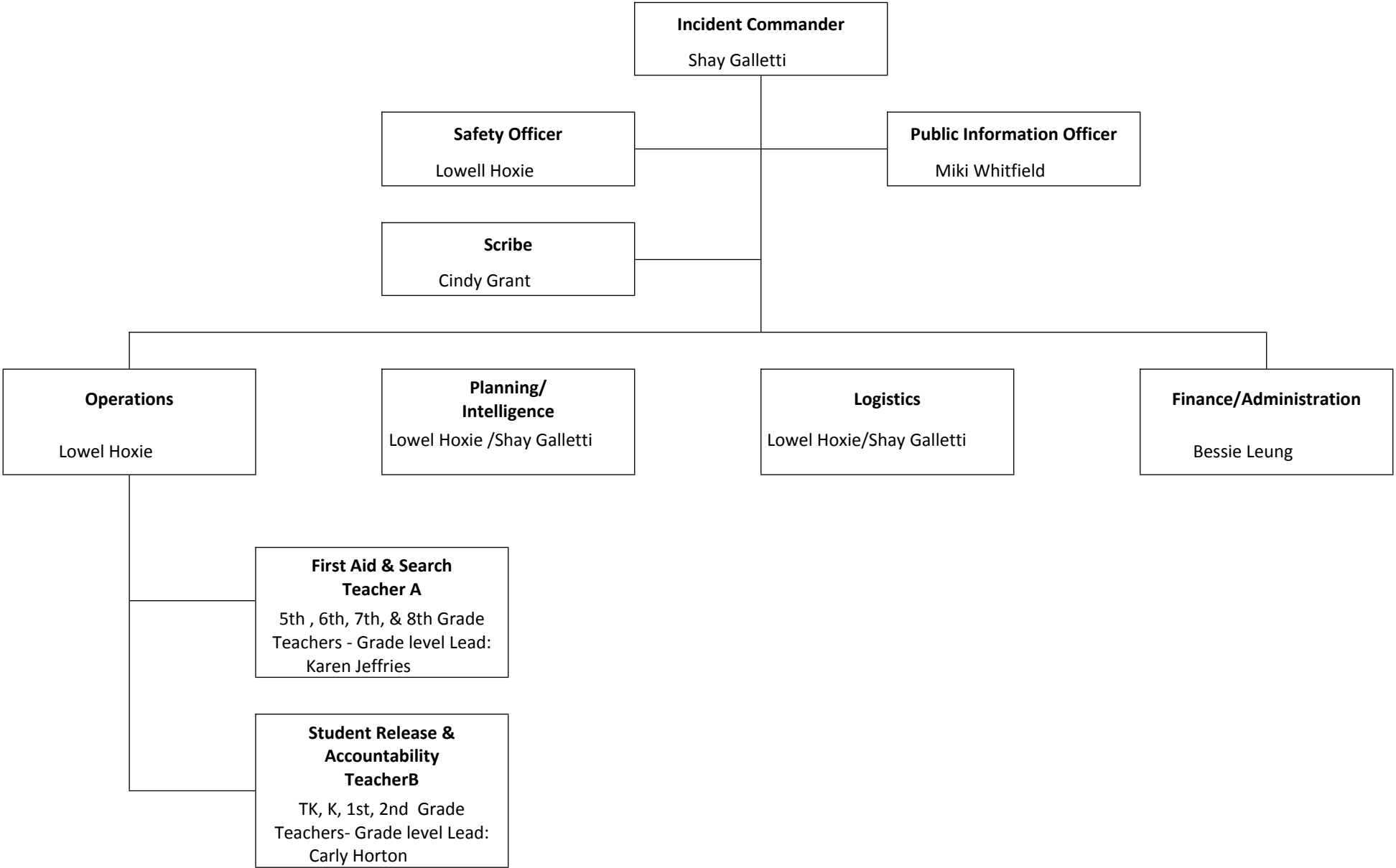
Utilities, Responders and Communication Resources

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/1VWb3qWXMuhmJC7P66xglSKExGIYaA1nnYwBPPGqrE4I/edit?usp=sharing
Review and inventory of current SGUSD Emergency Plan.	October 23, 2024 at 3:15	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
Review and edit (new) Comprehensive Safety Plan. Compare SGUSD plan to other school's	December 4, 2024 at 3:15	

Sunol Glen Unified School District Board 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
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.
7. The First Aid/Medical Team will work with local authorities to ensure injured students and staffs receive medical attention.
8. The Administration will control all points of entry to the school.
9. 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.
10. All media inquiries will be referred to the designated Public Information Officer.
11. 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; and 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:
 - When is the bomb going to explode?
 - Where is it?
 - What will cause it to explode?
 - What kind of bomb is it?
 - Who are you?
 - Why are you doing this?

-What can we do for you to avoid the bomb from exploding?

-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.

5. No attempt should be made to investigate or examine the object.

6. 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.

7. 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.

8. 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.

9. 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.

10. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.

11. 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.

12. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by condition changes.

13. 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; and 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.

-Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.

-Set brake, turn off ignition, and wait for shaking to stop.

-Check for injuries and provide first aid as appropriate.

-If the bus is disabled, stay in place until help arrives.

-Contact the School Administrator to report location and condition of students and the bus.

-The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of District Superintendent.

-If instructed to continue route, the driver should:

-If en route to school, continue to pick up students.

-If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.

-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.

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

-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.
- Take an alternate route or wait for public safety personnel to determine safety.
 - If the bus is disabled, stay in place until help arrives.
 - Contact the School Administrator and the Director of Maintenance and Operations to report the location and condition of students.
 - The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
 - In all instances, do not attempt to cross damaged bridges or overpasses.
 - 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.
9. 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:

1. The School Administrator and the Facilities Manager will assess damages to determine any necessary corrective actions.
2. The School Administrator should confer with Facilities on identified damages to determine if the school should be closed.
3. 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.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed 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 call "911" and CalFire 925-862-2197 and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. 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.

9. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
10. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
11. 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.
12. 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.
14. 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.
7. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
9. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
10. 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, as described in Section 4.0.
2. The School Administrator will notify "911" and Sheriff 9+25-462-1212 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.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak.
7. 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

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

This may occur in conjunction with discoloration.

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

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.

a. Part of the school site is affected

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.

The Administrator shall contact the Director of Facilities and advise of the power outage.

b. The entire school site is affected

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:
Category 1 High violence potential; qualifies for arrest or hospitalization.
Category 2 High violence potential; does not qualify for arrest or hospitalization.
Category 3 Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
Category 4 Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
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.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus must sign his/her name and record the address, telephone number, and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control students' actions while offsite.
6. 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.
7. The Documentation staff member should accurately record events, conversations, and actions.
8. All media inquiries will be referred to the School Administrator
9. The School Administrator should proceed in good judgment based on police or other legal advice in taking action to control and resolve the situation.
10. The School Administrator will notify parents of the incident, as appropriate.

Emergency Evacuation Map