

San Ramon Valley Unified School District

Comprehensive School Safety Plan

Iron Horse Middle School

2026-27



Required Members

Marissa Norris

Michelle Hamon

Mariam Ghadiali

Alyssa Robbins

Title

Principal/Designee

Teacher

Classified Staff

Parent of Child Attending the School

Date Adopted by School Site Council: November 5, 2025

Background

The development of a comprehensive school safety plan is mandated by California Education Code 32281. This mandate, which was established by Senate Bill 187, states that each school's Site Council, or a Safety Planning Committee authorized by the Site Council, shall develop a "safety plan" relevant to the needs and resources of the school. For schools built before 1998, the initial plans were to be adopted by September 1, 1998. For schools built after 1998, the plans are to be developed and adopted prior to the school's opening.

According to the education code, the School Site Council may delegate this responsibility to a School Safety Planning Committee. However, the committee must include the following members and must consult with a representative from a law enforcement agency in the writing and development of the plan:

- Principal or designee
- Teacher
- Parent Whose Child Attends the School
- Classified Employee

You are strongly encouraged to consult with staff, parents, students (where appropriate), and the broader community, in the development of the plan.

The plan is to be updated annually and kept on file at both the school site AND the district office, and readily available for inspection by the public.

The plan shall consist of two parts:

Part 1 – The "Comprehensive School Safety Plan" shall include all components required by Education Code 32281-32282 except for the emergency preparedness components. The Comprehensive School Safety Plan shall be on file, and available for inspection by the public, with the Educational Services Division of the district.

Part 2 – The "Emergency Preparedness Plan" shall include disaster procedures (routine and emergency), including earthquakes and other manmade or natural disasters.

The Comprehensive School Safety Plan shall include an action plan that clearly identifies policies and procedures that will improve both the safety and climate on campus, and shall include an evaluation component.

School Goals

State your sites GOALS for the 2026-27 school year. Please remember to have at least one PHYSICAL SAFETY and one CLIMATE goal.

1. **Proficiency in essential standards:** Ensure that all students, including students with disabilities and language learners, demonstrate increased proficiency in essential standards by strengthening site-wide systems, enhancing instructional practices and expanding academic and support services.
2. **Equitable access to education and social-emotional well-being:** Improve equitable access to education for all students by reducing chronic absenteeism through proactive engagement, early intervention, and the implementation of supportive site-wide systems.
3. **Improve English Language Proficiency and Academic Success for English Learners Support:** Support English Learners (ELs) in developing English language proficiency so they can reclassify as English Proficient, demonstrate growth on the ELPAC, and fully access the core curriculum to improve academic outcomes across subject areas.

Assessment of current status of school crime, safety and climate

According to the California Healthy Kids Survey there has been a positive shift in key indicators of School Climate. The number of students who feel safe at school increased from 79% (2024) to 84% (2025).

Over the past four years, there has been a lot of work with staff and students to establish clear expectations, upholding them consistently, and building strong relationships among all community members. This has been supported with No Place for Hate and behavior expectation assemblies in addition to using Restorative Practices. Our Climate Committee has hosted wellness days and provides access to mindfulness resources to support our students' social-emotional learning. A wellness space has been created to provide social-emotional support so that students can practice self-regulation. It is our goal that having students learn to self-regulate will decrease the number of unexpected behaviors. This is done by our CARE team assessing student needs and then assigning them appropriate interventions. Interventions such as Homework Club, SCIP Counseling, Social Worker referrals, Power Hour, tailored tutorials, and Extended Learning Opportunities. Our admin and counselors are providing one-on-one check-ins with students to support their academic and social-emotional needs. Providing these supports is expected to increase a sense of belonging and improve academic performance, resulting in reduced numbers of behaviors and suspensions.

Strategies and programs - Board Policies, Procedures and California Education Code that support student and staff safety, and positive school climate

These policies, procedures and education codes are to be reviewed at the beginning of every school year with all staff. Iron Horse Middle School commits to:

A. Positive School Climate (BP 5137)

The Board of Education desires to enhance student learning by providing an orderly, caring, nurturing, and nondiscriminatory educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students, among staff and between students and staff.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students and staff, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

B. Nondiscrimination/Harassment/Anti-Bullying (BP 5145.3)

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district. The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, of any student by anyone, based on the student's actual or perceived race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; parental, marital, and family status; physical or mental disability; medical condition; sex, sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; or genetic information; or, association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation or bullying, may result from physical, verbal, nonverbal or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

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.

Allegations of unlawful discrimination in district programs and activities will be addressed in accordance with the corresponding Administrative Regulation. Reports of sex discrimination, including sex-based harassment, will be addressed under Administrative Regulation 5145.7, Sex Discrimination and Sex-Based Harassment, Administrative Regulation 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Grievance Procedures, or 2020 Title IX Sexual Harassment Complaint Procedures, as required by law.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

C. Child Abuse Reporting Procedures (AR 5141.4)

Definitions

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

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

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

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

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)

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, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

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)

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

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 Offenses

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

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(ies):

Contra Costa County Child and Family Services
400 Ellinwood Way
Pleasant Hill, CA 94523
(877) 881-1116

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.

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)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

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

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

Internal Reporting

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

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

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

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

Training

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

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

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

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

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

Victim Interviews by Social Services

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

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

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.

The selected person shall not participate in the interview.

The selected person shall not discuss the facts or circumstances of the case with the child.

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer

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

Parent/Guardian Complaints

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

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

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

Notifications

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

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

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

The Superintendent or designee also shall notify all employees that:

A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

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)

D. Policies Regarding Actions Leading to Suspension and/or Expulsion (AR 5144.1)

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

Referral to a certificated employee designated by the principal to advise students

Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:

Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

Committed or attempted to commit robbery or extortion (Education Code 48900(e))

Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

Stole or attempted to steal school property or private property (Education Code 48900(g))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

Knowingly received stolen school property or private property (Education Code 48900(l))

Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

A message, text, sound, video, or image

A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

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 may, as appropriate, 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 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)

Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and

county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice shall state the date and time when the student may return to school.

Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process

If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

The on-campus suspension classroom shall be staffed in accordance with law

The student shall have access to appropriate counseling services

The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension

The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

Causing serious physical injury to another person, except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the student

Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

The student's possession of over-the-counter medication for use by the student for medical purposes

Medication prescribed for the student by a physician

Robbery or extortion

Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and

stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

Receive five days' notice of the scheduled testimony at the hearing

Have up to two adult support persons present at the hearing at the time the witness testifies

Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

The date and place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of district disciplinary rules which relate to the alleged violation

Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually

witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

Any complaining witness shall be given five days' notice before being called to testify

Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony

Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential

The person presiding over the hearing may remove a support person who is disrupting the hearing

If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be

entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

The person conducting the hearing may:

Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

(Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The

Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

Periodic review, as well as assessment at the time of review, for readmission

Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

The student's pattern of behavior

The seriousness of the misconduct

The student's attitude toward the misconduct and willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation

This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)

Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)

Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

Appropriately prepared to accommodate students who exhibit discipline problems

Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

E. Procedures to Notify Teachers of Students with Suspensions or Expulsions (EC 49079)

The following procedure is used in notifying teachers of the suspension:

1. When a student is suspended, his or her teachers are emailed directly. Stating the duration of the suspension.
2. Teachers are advised about the confidential nature of the data and to seek administration for further details.
3. All sheets and suspension reports are kept and filed for staff to access quickly.

Teachers will be notified, with a list provided to the Principal, of enrolled students who have one or more suspensions, except tobacco related suspensions as enumerated in Ed Code 49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

F. Sexual Harassment Policy (BP 5145.7)

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at school or at school-sponsored or school-related activities, sex discrimination and sex-based harassment, as defined in the accompanying administrative regulation, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about the conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sex discrimination, including sex-based harassment, on school grounds or at a school-sponsored or school-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes any incident of sex discrimination, including sex-based harassment, by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-based Harassment Complaint Procedures. The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the district has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

The Superintendent or designee shall ensure that all district staff are trained regarding the district's sex discrimination and sex-based harassment policy, and that all employees receive training related to their duties under Title IX as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment. (34 CFR 106.8)

Instruction/Information

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

What acts and behavior constitute sex discrimination and sex-based harassment, including the fact that sex discrimination and sex-based harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sex discrimination or sex-based harassment under any circumstance

Encouragement to report observed incidents of sex discrimination and sex-based harassment even when the alleged victim of the discrimination or harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sex discrimination and sex-based harassment incident will be addressed separately and will not affect the manner in which the sex discrimination and sex-based harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sex discrimination and sex-based harassment allegation that involves a student, whether as the complainant, respondent, or victim of the discrimination or harassment, shall be investigated and action taken to respond to the harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sex discrimination and/or sex-based harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sex discrimination or sex-based harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sex discrimination or sex-based harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sex discrimination and/or sex-based harassment, any student found to have engaged in sex discrimination or sex-based harassment or sexual violence, in violation of this policy, For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of sex discrimination and/or sex-based harassment, any employee found to have engaged in sex discrimination or sex-based harassment or sexual violence toward any student shall be subject to disciplinary action up to and including dismissal, in accordance with law and the applicable collective bargaining agreements.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with 34 CFR 106.8 as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sex-based harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

G. Dress Code

Student Dress Code/Uniform Policy

If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel" (AR 0450).

Wearing of any attire that violates district or school dress codes, including gang-related apparel (BP 5131).

A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site (AR 5145.7).

Parents are to be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes and procedures for visiting the school (Education Code 51101) (AR 5020).

Iron Horse Middle School expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Iron Horse Middle School's student dress code is designed to maintain a safe learning environment in all classes.

Students Must Wear:

A Shirt (with straps or sleeves and which extends past the belly button), AND
Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or short),
Shoes with back strap (no slides or slippers), crocs must be in "sports mode"

Students Cannot Wear:

Violent language or images.

Images or language depicting drugs or alcohol (or any illegal item or activity).

Hate speech, profanity, pornography.

Images or language that creates a hostile or intimidating environment.

Swimsuits

Accessories that could be considered dangerous or could be used as a weapon.

Any item that obscures the face (except as a religious observance or according to health and safety guidelines).

*No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.

H Rules and Procedures – Discipline (BP 5144)

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 principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

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 schools in the immediately preceding school year and their effect on student learning.

PHILOSOPHY

In striving to ensure the success of students by pursuing our mission to educate, inspire and empower students in a safe and equitable learning environment, Iron Horse Middle School staff and parents must work together to support the appropriate behavior necessary at school. Rules and regulations from the school, district and State of California are strictly enforced to ensure the safety and wellbeing of all IHMS community members. Students must understand that their actions do have consequences when they harm the IHMS community and/or its members and they will be held accountable with restorative discipline measures. STUDENTS ARE RESPONSIBLE FOR APPROPRIATE BEHAVIOR, REGULAR SCHOOL ATTENDANCE, AND CONTINUAL STRIVING FOR ACADEMIC AND CO-CURRICULAR SUCCESS.

EXPECTATIONS FOR APPROPRIATE BEHAVIOR

Students are expected to follow all school and classroom rules and act respectfully when interacting with all IHMS community members. They are not permitted to demean, tease, ridicule, or intimidate others by word, action, or sexual harassment. Always enter and exit classrooms in an orderly manner. Upon arrival in the classroom students should get materials ready, sharpen pencils if necessary, be seated, be quiet and prepare for the beginning of class.

- Students will maintain personal space and respect boundaries by avoiding any physical contact, including but not limited to hand holding, kissing, pushing, or shoving.
- Arrive on time and prepared for each class.
- Be courteous towards teachers and fellow classmates at all times, especially when others are speaking.
- Follow each teacher's classroom procedures and treat all school personnel with respect.
- Classes are dismissed by the teacher, not the bell. Remain seated until dismissed.
- A student must have a hall pass when out of class.
- Teasing, racial slurs, bullying, and roughhousing are not tolerated at IHMS. Explanations such as "just kidding," "it was a joke," or "I was just playing" are not acceptable excuses for inappropriate behavior.
- Respect public and private property. Keep all school desks and surrounding areas clean and neat.
- Take good care of furniture, books, restrooms and other facilities and equipment provided.
- Eat only in assigned eating areas and put trash away when finished. NO GUM at any time.
- School offices are the center of many activities. Students entering any office shall conduct themselves respectfully.
- Students may not borrow money from other students.

When problems cannot be solved in an appropriate way (talking it out), seek assistance from the counselor or other school staff member.

PROHIBITED MATERIALS

NOTE: The return of confiscated items will be made to the parent at the discretion of the administration.

“SCHOOL PREMISES” ENCOMPASSES THE ENTIRE CAMPUS, INCLUDING PARKING AREAS AND AREAS NORMALLY SUPERVISED BY SCHOOL PERSONNEL.

- The use, sale or possession of any DRUGS or illegal substances by students on or about the school grounds, is in violation of State Law and is cause for suspension or expulsion from school. The San Ramon Police will be notified and students will be cited.
- Use, being under the influence, or possession of alcoholic beverages of any kind is also in violation of State Law and is cause for suspension or expulsion. The San Ramon Police will be notified and students will be cited.
- Smoking, vaping or having tobacco, in any form, on or about school premises is cause for suspension.
- Matches, lighters, any kind of noise making devices including poppers, firecrackers, or any type of explosive is illegal and possession is grounds for suspension.
- Possession of any object having potential to inflict injury or damage upon another person or their property is not permitted. The objects will be confiscated.
- Buying, selling or trading of any item is prohibited.
- Spitting is not permitted.
- Valuable items of ANY KIND should not be brought to school. Do not bring any type of toy to school.
- Bikes, roller blades and skateboards are not allowed on campus during school hours except in designated areas.

HARASSMENT/BULLYING

We are dedicated to the prevention of bullying at our school. Bullying goes beyond simple verbal teasing, and is an expression of power of one student over another. Taunting or bullying will not be tolerated. Sometimes friends will claim that they are “just joking” or “just playing”. It is important to understand that this is never an excuse for hurting another student or students who are witnessing the taunting/bullying. Any student who feels they are being harassed should immediately ask a teacher or adult at school for help. If the behavior persists, it is important to report it again, this time to an administrator. All complaints will be promptly and appropriately addressed.

Types of harassment/bullying include, but are not limited to:

- Physical: Kicking, biting, hitting, spitting, pushing, taking personal belongings, poking, and pantsing
- Verbal/written: Taunting, malicious teasing, name-calling, making threats, and gossiping.
- Psychological: Spreading rumors, manipulating social relationships, exclusion, extortion or intimidation, threats, gestures, and cyber bullying

INAPPROPRIATE USE OF TECHNOLOGY

The expectations are that students should never do anything that harms another student or prevents them from learning. Any use of technology that includes but not limited to media that interferes with a student’s right to learn will not be tolerated. Electronic media includes, but is not limited to: social networking sites, video games, computer games, chat rooms and discussion groups, instant messaging, text messaging, computers, cell phones and personal digital devices, digital cameras, cell phone cameras, and web cams. As new technologies emerge, they too may be included with the above forms of electronic communication. Examples of this behavior include but are not limited to: Sending, sharing, viewing, or possessing pictures, text messages, emails, or other material of sexually explicit, graphic, or disruptive nature on any device is prohibited on a school campus.

CYBER BULLYING

Cyber bullying is unacceptable(BP 5131.2). Cyber Bullying is the use of electronic information and communication devices to willfully and repeatedly harm either a person or persons through the medium of electronic text, photos, or videos. Some methods of cyberbullying include but are not limited to the use of cell phones, email, networking sites like Facebook, Twitter, Instagram, SnapChat, etc. Examples of this behavior include but are not limited to:

Sending/posting false, cruel, hurtful or vicious messages/comments

Creating websites that have stories, cartoons, pictures, and jokes ridiculing others.

Breaking into an email account and sending vicious or embarrassing materials to others.

Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others.

Posting student's pictures without their permission.

Bullying of this nature creates a hostile, disruptive environment on the school campus and is a violation of the student's and staff member's right to be safe and secure. Actions deliberately threatening, harassing, intimidating an individual or group of individuals, placing an individual in reasonable fear of harm or damaging the individual's property; or disrupting the orderly operation of the school, will not be tolerated.

CONSEQUENCES - INAPPROPRIATE USE OF TECHNOLOGY

Education Codes 48900.4 and 48900 (r), strictly prohibit harassment or bullying of any kind and such behavior is subject to the following consequences that can include detention, suspensions and possible expulsion. If the conduct occurs off school grounds and causes or threatens to cause a substantial disruption at school or interferes with the rights of students or school staff to be secure, school administration may impose consequences. The Administration may also report Cyber Bullying or Harassment to the police.

ACTION STEPS TO RESPOND TO BULLYING / HARASSMENT

- Any student who receives such an image or message against their will should inform a school official immediately.
- Save the evidence. Print the online harassing.
- Identify the Bully.
- Clearly tell the Bully to stop.
- Ignore the bully by leaving the online environment and/or blocking communications.
- File a complaint with the internet site.
- Contact the school administration.
- Contact the police.

When a student is involved in a behavioral infraction, a review of the incident will occur. Administration and staff will assign consequences that strive to be consistent, reasonable, fair, and matched to the severity of the student's misbehavior. In general, consequences are progressive and combined with meaningful interventions, instructions, and guidance with a restorative approach. This allows students an opportunity to connect their misconduct with new learning. Any use of consequences are carefully implemented with defined outcomes in order to provide the greatest benefit. The consequences listed below are not an exhaustive or representative list of possible consequences:

- Warning of misbehavior/Teacher documentation: Reinforcement of classroom and/or school rules and expectations
- Student/parent notification
- Parent conference
- Referral to administration
- Work detail/Detention
- Loss of school activity privileges
- Student behavior contract
- Referral to student study team (SST)
- Classroom suspension
- School suspension
- Drop from class
- Minimum day schedule
- Transfer to alternative program
- Expulsion.

*Restorative practice is a method of conflict resolution that promotes inclusion and problem solving that focuses on rebuilding relationships and will be used whenever possible. It brings together the person who caused the harm and those who were harmed in a supportive environment to address the issue and restore a sense of community.

Detention (AR 5144)

Detention shall be limited to one hour on school days and four hours on non-school days. A parent/caregiver of the student to be detained must be notified at least twenty four hours prior to the beginning of the detention. Saturday School attendance for discipline is at the election of the student or, in the case of a minor, the parent/caregiver. (E.C. 37223)

Suspension (EC 48900)

Suspension is a disciplinary action that means removal of a student from ongoing instruction for a period of time, up to five (5) consecutive school days.

Expulsion (EC 48915)Expulsion means the removal of a student from enrollment in a school or the district as ordered by the Board of Education. Expulsion may be ordered when other means of correction have failed to bring about proper conduct, or when a student's presence causes continuing danger to other students.

At Iron Horse we adhere to the district's policy to provide an educational and work environment free of unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct or communications constituting sexual harassment, as defined by Education Code 212.5 and otherwise prohibited by state and federal statutes.Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under and of the following conditions (Education Code 212.5):

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

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

- Verbal or written conduct: making derogatory comments, including epithets, slurs, jokes, etc.; sexual propositions or flirtations, graphic commentary about an individual's body; sexually degrading words used to describe an individual; suggestive or obscene letters, notes or invitations; spreading sexual rumors.
- Visual conduct: leering; making sexual gestures; displaying sexually suggestive objects, pictures, books, magazines, etc.
- Physical conduct: inappropriate touching or impeding one's movement.

Every student, employee or applicant has the right to be free from harassment from adults and/or from students in the work or educational setting. The district prohibits retaliatory behavior against any complaint or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

A copy of this policy on sexual harassment shall be:

- 1) displayed in a prominent location at school sites and work sites,
- 2) provided as part of the orientation for new students at the beginning of each term as applicable,
- 3) provided for employees annually at the beginning of the school year and for each new employee, and
- 4) included in publications that set forth the comprehensive rules, procedures and standards of conduct of the school or district. Inservice regarding this policy and administrative procedure will be provided to all staff periodically as

appropriate and annual review will be encouraged as part of student and staff orientation activities.

GROUNDINGS FOR SUSPENSION AND EXPULSION

Recommendation for suspension or expulsion will be considered for offenses outlined in Ed Code 48900 and summarized below. Interpretation of these guidelines by the school administration will take into account frequency, severity, and grade level at which behavior problems occur. Repeated infractions may result in expulsion.

- Causing or attempting to cause physical injury
- Willful use of violence except in self defense
- Possession of a weapon or replica/sale of a weapon
- Possession/sale/offering/ or use of a controlled substance, tobacco, intoxicants, or alcohol and drug paraphernalia, including Soma.
- Committing or attempting robbery or extortion
- Attempting to and/or damaging, stealing or receiving stolen school or private property
- Terrorist threat against a school official or school property
- Committing obscene acts or using habitual profanity or vulgarity
- Committed or attempted to commit a sexual assault or battery
- Sexual harassment/ bullying/cyber bullying/ hazing
- Disrupted school activities or willfully defied the authority of staff members.
- Harassed, threatened, or intimidated a student who is a complaining witness to a disciplinary issue to prevent them from being a witness or to retaliate against them for being a witness
- Assisting in the infliction or attempted infliction of physical injury to another person
- Committing an act of hate violence

*To view California Education code, visit www.leginfo.ca.gov/calaw.html

*To view SRVUSD Policy, visit <http://www.gamutonline.net/district/sanramonvalleyusd/>

*State and federal law require school districts to notify parents each year about certain policies and procedures. These can be found in the SRVUSD Family Handbook on the district website: <https://www.srvusd.net/parents/handbook>

The administrative team will investigate every reported incident thoroughly. Please contact an assistant principal to report an incident or if you have discipline questions.

Describe your School's Safety, Climate and Character expectations and guidelines

SB 98 (2025) requires schools and school districts to notify parents and staff when immigration enforcement is confirmed on a school site. If immigration enforcement is confirmed at a school site in the district, SRVUSD will follow the existing communications protocol, utilizing the same tools staff currently use to communicate with the school community, including email, direct messaging, phone calls, and/or social media, etc.

In striving to ensure the success of students by pursuing our mission to educate, inspire and empower students in a safe and equitable learning environment, Iron Horse Middle School staff and parents must work together to support the appropriate behavior necessary at school. Rules and regulations from the school, district and State of California are strictly enforced to ensure the safety and wellbeing of all IHMS community members. Students must understand that their actions do have consequences when they harm the IHMS community and/or its members and they will be held accountable with restorative discipline measures.

Opioid Prevention and Life-Saving Response Procedures

Naloxone Program for Schools 2025-26 School Year

What: The SRVUSD is participating in the Naloxone Distribution Project (NDP), sponsored by the California Department of Health Services. As part of this program, each school site will receive a minimum of two doses of the opioid overdose rescue medication Naloxone (Narcan®). For details on Narcan distribution by school and district locations for the 2025-2026 school year, see documentation [here](#).

Why: The United States continues to battle the opioid epidemic and overdose deaths. The California Department of Public Health released an advisory notice on September 21, 2022, warning schools about a concerning trend of brightly-colored fentanyl, coined rainbow fentanyl.

Opioids are a class of drugs that include the illegal substance heroin, synthetic opioids like fentanyl, and legal pain relievers available by prescription, such as oxycodone (OxyContin®), hydrocodone (Vicodin®), codeine, morphine, and others. When taken as prescribed by a doctor and for a short duration, opioid pain relievers are generally safe. However, because they can induce feelings of euphoria in addition to providing pain relief, there is a risk of misuse.

The California Department of Public Health (CDPH) California Overdose Surveillance Dashboard (2023):

Deaths due to any opioid overdose: 7,847.

Deaths due to fentanyl overdose: 7,137.

Emergency visits related to any opioid overdose: 22,474.

Total prescriptions for opioids: 13,475,779.

Local Impact (2023).

San Ramon: Non-fatal ODs: 23; Fatal OD: 1; Naloxone Administrations: 7

Danville: Non-fatal ODs: 17; Fatal OD: 0; Naloxone Administrations: 8

Alamo: Non-fatal ODs: 7; Fatal OD: 1; Naloxone Administrations: 4

When/Timeline:

SRVUSD launched the Naloxone in Schools program in January 2023 and renewed the program and Narcan units in August 2025.

How: Process for Obtaining Naloxone for Schools every two years.

Complete an NDP application

Provide a copy of a naloxone standing order or physician's prescription.

Provide a copy of a valid and active business license, FEIN number, or tax-exempt letter.

Include a distribution plan (for orders over 48 units).

Report the number of overdose reversals reported with naloxone received through NDP (for subsequent applications)

Cost:

Initial Budget Implications: The total estimated cost is approximately \$4,500.

Narcan is provided to school districts at no cost through the Naloxone Distribution Project.

SRVUSD has sponsored four credentialed school nurses to become trainers in American Red Cross CPR. This cost was a one-time expense that has already been incurred.

CPR rescue masks, including pocket keychain masks for kits and trained volunteers, will incur ongoing expenses for annual staff training.

Staff Training: Each school site and district location seeks staff volunteers who are willing to administer Narcan in the event of a suspected opioid overdose. The school nurse provides an online training module and follows up with a hands-on training session. Staff members should sign an indemnification agreement with the district. For more information, you can access the SRVUSD Naloxone Training module [here](#).

Legal Summary and Education Code

California Education Code (EC) 49414.3, effective September 24, 2016, allows school districts, county offices of education, and charter schools to provide emergency naloxone hydrochloride or another opioid antagonist to school nurses and trained volunteer personnel to provide emergency medical aid to a person suffering, or reasonably believed to be suffering, from an opioid overdose.

EC Section 49414.3(c) allows each public and private elementary and secondary school in the state to voluntarily determine whether to make emergency naloxone hydrochloride or another opioid antagonist and trained personnel available at its school. In making this determination, a school shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to administering naloxone hydrochloride or another opioid antagonist by onsite and trained personnel.

EC Section 49413.3 (e)(1) requires the Superintendent to establish minimum standards of training for the administration of naloxone hydrochloride or another opioid antagonist. Every five years, or sooner as deemed necessary by the Superintendent, the Superintendent shall review minimum standards for personnel training in the administration of naloxone hydrochloride or other opioid antagonists that satisfy the requirements.

Under EC 49414.3, the following terms have the following meanings:

“Qualified supervisor of health” may include, but is not limited to, a school nurse.

“Volunteer” or “trained personnel” means an employee who has volunteered to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering or reasonably believed to be suffering from an opioid overdose, has been designated by a school, and has received training.

Department of Health Care Services Naloxone Distribution Project

Naloxone is a life-saving medication that reverses an opioid overdose while having little to no effect on an individual if opioids are not present in their system. Naloxone works by blocking the opioid receptor sites, reversing the toxic effects of the overdose. Naloxone requires a prescription but is not a controlled substance. It has few known adverse effects, and no potential for abuse. Naloxone is administered when a patient is showing signs of opioid overdose.

NARCAN® Nasal Spray (Naloxone) is a prescription medicine used for the treatment of an opioid emergency such as an overdose or a possible opioid overdose, indicated by signs of breathing problems and severe sleepiness or not being able to respond. NARCAN® Nasal Spray is to be given right away and does not take the place of emergency medical care.

DHCS: Naloxone Distribution Project

Process for Obtaining Naloxone for Schools

- Complete the NDP application
- A copy of a naloxone standing order or physician's prescription.
- A copy of a valid and active business license, FEIN number or tax-exempt letter.

-Distribution plan (for orders over 48 units)

- Number of overdose reversals reported with naloxone received through NDP (for subsequent applications)



Training

A school nurse or trained personnel may administer naloxone hydrochloride (Narcan®) or another opioid antagonist to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school. Each school may designate one or more volunteers to receive initial and annual refresher training regarding the storage and emergency use of naloxone hydrochloride (Narcan®). The school nurse will provide training to school staff who volunteer and ensure that the training aligns with current guidelines and medication recommendations. Volunteer personnel may administer naloxone hydrochloride (Narcan) or another opioid antagonist by nasal spray or auto-injector.

The training shall include the following information:

- Techniques for recognizing symptoms of opioid overdose.
- Standards and procedures for storage, restocking, and emergency use of naloxone hydrochloride (Narcan®) or another opioid antagonist.
- Basic emergency follow-up procedures, including but not limited to calling 911 and the student's parent or guardian.
- Recommendation for instruction and certification in cardiopulmonary resuscitation
- Written training materials, training logs, and documentation.
- CDPH Administering Narcan Video
- SRVUSD Staff Training Module

Written Materials and Forms

- The district will provide each volunteer with the Defense and Indemnification Acknowledgement in writing and retain it in the volunteer's personnel file.
- Annual Notice: Volunteer Request
- Program Assurance
- Disposition and Destruction of Product
- Training Log
- Narcan Administration Form

Storage and Handling of Narcan®

Manufacturer's recommendations for storage and handling include:

- Naloxone hydrochloride or another opioid antagonist should be stored in a secure, but accessible, well-marked, location for the school nurse and trained volunteer personnel, according to school district policy.
- Keep naloxone hydrochloride in its box until ready to use. Protect from light.
- Note the expiration date and dispose of the unit properly if it expires. Replace prior to expiration.
- Store naloxone hydrochloride nasal spray at room temperature between 59°F to 77°F. It may be stored for short periods between 39°F to 104°F. Do not expose to extreme heat, such as in the glove compartment or trunk of a car during the summer. Do not freeze.
- Store naloxone hydrochloride auto-injector in the outer case provided at controlled room temperature between 59°F to 77°F. It may be stored for short excursions permitted between 39°F and 104°F. Before using, check to make sure the solution in the auto-injector is not discolored. Replace if the solution is discolored or contains a precipitate. Do not freeze.

Adaptations for Students with Disabilities

The San Ramon Valley Unified School District will provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability, under Section 504 of the Rehabilitation Act of 1973. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of non-disabled students are met. For more information, please contact the 504 Coordinator Dr. Hong Nguyen, Director of Student Services and Educational Equity at 925-552-5025.

The San Ramon Valley Unified School District is a single district Special Education Local Plan Area (SELPA) and operates a continuum of special education programs to meet the needs of students from birth to age 22.

Guided by the SRVUSD Strategic Directions and under the direction of SELPA Executive Director, Linda Rowley Thom, Special Ed Director, Amy Capurro, and Assistant Director, Kate Nolda, the Special Education Department develops and implements effective programs, uniquely designed for individual students. Program Supervisors oversee special education programs at all levels. In addition, the department provides a variety of staff development opportunities for classified and certificated professionals.

Response Procedures for Dangerous, Violent, or Unlawful Activity

Each school will follow the Standard Response Protocol (SRP) program when determining next steps. The response to all incidents will be determined on the specific details and the severity of the incident. If applicable, law enforcement will be contacted and a report will be made. If applicable, mandated reporting will be completed. In all incidents, SRP will be used to instruct/inform staff, students, and visitors about what to do and when during the incident. SRP will also be used if Student Reunification is required.

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 and adopted by on 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.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, will engage with students and their families/caregivers as soon as practicable, but no later than five calendar days following an emergency:

Communications will ensure timely, accurate, and supportive communication with students and their families following an emergency, in alignment with SRVUSD's commitment to safety, transparency, and community partnership.

This protocol applies to all school sites and district departments following any emergency affecting students, staff, or facilities. Examples include, but are not limited to, natural disasters, safety threats, medical emergencies, significant disruptions to campus operations, or any event requiring emergency response.

1. Initial Communication

Timing: As soon as practicable, but no later than five (5) calendar days following the emergency.

Responsibility: Communications team member or district designee, in coordination with Communications and/or Safety teams.

Method: Email, phone call, text alert, website announcement, app notification, or a combination, depending on the scope and impact of the emergency.

Content:

Clear and factual summary of the incident.

Confirmation of student and staff safety.

Actions taken in response (e.g., shelter-in-place, evacuation).

Assurance of continued safety and support.

Next steps (e.g., counseling services, operational changes).

Statement of timing of next communication.

Contact information for follow-up questions or concerns.

2. Student Engagement

Timing: Within the same timeframe—no later than five calendar days.

Responsibility: Communications team member or district designee, in coordination with Communications and/or Safety teams.

Method: Email, website announcement, app notification, or a combination, depending on the scope and impact of the emergency.

Content:

Age-appropriate summary of the incident.

Information for students to ask questions and express concerns.

Emotional support and resources.

Reminders of safety protocols and procedures.

3. Ongoing Updates

When Applicable: If the emergency has long-term implications or ongoing developments (e.g., facility repairs, investigations).

Method: Email, phone call, text alert, website announcement, app notification, or a combination, depending on the scope and impact of the emergency. Possible follow-up emails, school newsletters, or parent meetings for long-term impacts.

Responsibility: Communications team member or district designee, in coordination with Communications and/or Safety teams.

Key Principles:

Timeliness – Communicate promptly to reduce misinformation and anxiety.

Clarity – Provide facts and avoid speculation.

Support – Prioritize emotional and mental health support for all students and families.

Transparency – Be honest while respecting privacy and legal constraints.

Order of Communications:

Board of Education

Staff

Parents/Caregivers and Community

Students (if applicable)

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

App push notification

School portal

Social media

Flyers

Communication Objectives:

Share accurate and timely information regarding the emergency and the school's response.

Reassure families and students regarding safety and continuity of learning.

Provide resources for emotional and academic support.

Establish clear pathways for families to ask questions and receive responses.

Reinforce trust and transparency between the school and community.

Communication Methods:

SMS: Quick alerts and reminders; used to direct to more detailed sources. (one-way)

Phone Calls: Personalized outreach for critical updates or high-priority cases. (two-way)

Email: Detailed information, documents, and resources. (two-way)

App push notification: used to direct to more detailed sources. (one-way)

School Websites: Status updates, FAQs (one-way); features the ability for translation.

Social Media: Broad community updates and reinforcement of messages. (one-way)

Responsibilities:

District Communications Office: Coordinates messaging consistency and public-facing information.

Site Principal: Leads/supports messaging content and tone; approves all communications (if applicable).

Teachers and Counselors: Engage with students and families to address emotional and academic needs.

Front Office Staff: Serve as the first point of contact for incoming calls and in-person inquiries.

Technology Team: Ensures digital channels (portal, email, SMS) remain operational.

Engagement Flow:

A. Initial Message (within 24–48 hours):

Acknowledge the emergency.

Provide initial facts (as available and appropriate).

Describe immediate actions taken by the school/district.

Reassure families of student safety and continued support.

Share contact points for questions or emotional support.

B. Ongoing Updates (Days 2–5):

Offer follow-up details as more information becomes available.

Include support resources (e.g., counseling, academic support).

Continue reminders of how families can contact school leaders.

C. Two-Way Communication:

Direct families to the district website and Communications email for specific inquiries.
Provide designated staff phone numbers and office hours.
Monitor social media and email for frequently asked questions to address publicly, as needed.
Offer optional community forums or Q&A meetings (virtual or in-person).

Follow-Up Review

Within 10 days post-incident:
Conduct a review of communication effectiveness.
Survey families for feedback on clarity, helpfulness, and responsiveness.
Adjust future plans based on insights gained.

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.

SRVUSD maintains contingency procedures to ensure continuity of learning and communication in the event of unforeseen disruptions, such as power outages, infrastructure damage, or technology failures. These plans are designed to minimize instructional loss and maintain essential communication between the district, school sites, staff, students, and families.

1. Power Outages and Infrastructure Disruption

Schools will activate site-specific emergency response protocols, including relocation to designated backup areas or early dismissal if necessary.

Critical systems (e.g., lighting, alarms, and refrigeration) are supported by backup generators at key locations.

Staff will revert to pre-established paper-based lesson plans and rosters, as appropriate, to maintain instruction.

2. Technology and Communication Failures

Director of Technology/Communications Department

3. Recovery and Reconnection Protocols

Technology and Maintenance departments will prioritize the rapid restoration of affected services.

Once access is restored, sites will resume regular operations with updates provided to all parents/caregivers and community partner groups.

These measures ensure that SRVUSD can continue instruction and maintain effective two-way communication during and after unexpected events.

Support for Special Needs

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

In the event of the activation of this plan, all current services, including Counseling and Social Work for social-emotional, mental health, and academic needs, would be provided remotely to the extent possible. In-person options, where absolutely necessary, would be evaluated for plausibility.

To support the social-emotional health and wellness of students, SRVUSD will provide the following:

Teachers will informally check in with students on a daily basis within the confines of the remote classroom. This may include both informal and formal activities and methods of assessing student well-being.

Daily contact with a trusted adult available, either in the classroom or with a school staff member. Social-emotional staff would be available throughout the day and in Student Support Time.

Administer SEL screener once per semester and utilize data from the screener to identify students for extra support.

Support for our homeless and foster students, and families through outreach.

Scheduling of mental health trainings for students/parents/caregivers.

On an as-needed basis, trauma and acute trauma/crisis support is provided by trained SRVUSD staff.

Additional supports may be available in partnership with Discovery Counseling of Danville, California.

Training and professional development related to trauma-informed care/practices, social-emotional competencies, best practices in building relationships, and racial equity will be provided virtually as needed and available.

Access to Instruction

Timeline for Access to Instruction

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

As required, will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days:

In the event of an unforeseen or catastrophic event that would prevent San Ramon Valley Unified School District from resuming in-person instruction for an extended period of time, SRVUSD will activate this Instructional Continuity Plan (ICP).

The remote instructional plan described below would be activated, and virtual instruction would resume as soon as possible, depending on the circumstances at the time. However, virtual instruction will resume no later than the tenth instructional day of in-person instruction not being available.

Prior to resuming instruction in a virtual setting, SRVUSD will communicate this plan and the plan for resuming instruction in a virtual setting within 5 days. Communication will include the necessary requirements for student and staff participation, as well as procedures for students to receive materials necessary for equitable access to the instructional program under this plan.

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 is free from debris and hazards
- Internet fiber lines are connected and functioning
- Sufficient staff available
- Kitchens are operational for meals

Remote Instruction

Plans for remote instruction.

As required, California High School 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:

If in-person learning cannot take place in the San Ramon Valley Unified School District for an extended period (more than 3 days), or in the event of a significant disruption to the in-person learning environment, we have created the following instructional plan to ensure that TK-12 students in the SRVUSD will have access to essential, standards-aligned learning.

Students will meet virtually with teachers for daily instruction. Such virtual (remote) learning between teachers and students will provide students with standards-aligned lessons and assessments, which will inform them about their progress toward these

standards. Such lessons will adhere to the bell schedules and courses currently offered in person at our sites. We will ensure every student will be provided with the necessary technology to engage in this instruction with their teacher, and all support staff will be available to assist virtually as they do now. Additional supports for students with a variety of needs will be available virtually.

Utilizing the SRVUSD adopted core curriculum and supplemental digital program resources, teachers will plan and deliver synchronous and asynchronous learning lessons and tasks daily. As appropriate for the subject and learning objective to be taught, the delivery of instruction may include the whole class, small group, and/or one-to-one sessions with the teacher.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, for remote instruction:

Providing seamless access to instructional materials is crucial for student success in both traditional and remote learning environments. This involves a dual approach to material distribution: one for non-digital materials and another for digital resources.

For non-digital materials, we'll rely on established methods like in-person textbook checkout and classroom handout distribution. In a remote or hybrid scenario, this may expand to include scheduled material pick-up events at school. Efficient inventory management systems will be key to tracking these physical assets.

The cornerstone of our digital access strategy is ClassLink, serving as the centralized student portal for all digital instructional tools. ClassLink offers single sign-on (SSO), simplifying access for students by eliminating the need for multiple logins. Crucially, ClassLink provides personalized access to digital resources, assignments, and applications based on a student's grade level and course enrollment. This means a 5th grader will see different tools than a high school student, and a student enrolled in Algebra will have direct access to their math textbook portal, while a science student will find their simulation software readily available. Through ClassLink, students can access online textbooks, Google Classroom, educational software, and digital assignments.

In the event of remote instruction, ClassLink becomes even more vital as the primary gateway to all online learning resources. To ensure equitable access during remote learning, we'll address potential barriers like device availability and internet connectivity by exploring options such as providing devices and internet hotspots.

To ensure effective utilization of these systems, we'll implement comprehensive training and support for students, parents/caregivers, and staff on how to navigate ClassLink and access materials. Finally, continuous evaluation and improvement will be essential, using feedback and data to refine our access strategies and ensure all students have the resources they need to thrive.

If San Ramon Valley Unified School District schools are required to transition to remote instruction for an extended period, SRVUSD is committed to ensuring equitable access to learning for all students. The following platforms and processes will be utilized for accessing and submitting schoolwork:

Google Classroom and Related Products:

Google Classroom will serve as the primary hub for remote and virtual learning, facilitating a comprehensive and interactive educational experience. Its functionalities include:

Synchronous Instruction: Delivering live virtual instruction via Google Meet, fostering a "face-to-face" learning environment.

Asynchronous Instruction: Designing digital lessons, fostering access to opportunities to create, collaborate, and access online learning materials.

Assignment Management: Assigning and receiving classwork and homework efficiently.

Resource Repository: Posting assignments, class materials, and a variety of curricular resources, including links to other online sites and educational tools.

Assessment and Feedback: Providing ongoing assessments and timely feedback on student progress toward required course standards. Feedback on schoolwork and current assessments will be delivered directly within the Google Classroom platform.

Grade Reporting: Current classroom achievement grades will be reported within Google Classroom. Some teachers may also opt to report grades in the Infinite Campus system, aligning with current SRVUSD practices.

Infinite Campus Student Information System (SIS):

Infinite Campus will be used for official grade reporting and student record management:

Official Grade Reporting: Quarterly progress reports, semester grades, and transcript grades will be reported at regular intervals within the Infinite Campus SIS.

Additional Resources:

Chromebooks: Students in grades 6-12 will utilize district-issued Chromebooks to access digital learning platforms and resources, ensuring consistent technological access for their remote learning needs. Students in grades 2-5 will utilize the Chromebooks that are in their designated classroom. Devices will need to be assigned to individual students before being distributed. The district will need to purchase additional devices to provide grades TK-1 students with access, as the current model is eight (8) devices per classroom.

Grades 6-12: Students will use their assigned Chromebooks for digital learning.

Grades 2-5: Students will use classroom Chromebooks, which need individual assignments before distribution.

Grades TK-1: The district needs to purchase additional Chromebooks to provide access, as the current ratio is eight (8) devices per classroom.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

California High School 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:

Student and Family Support

Provide transportation (if feasible)

Assist with enrollment paperwork and student records transfer

Ensure access to necessary services (special education, counseling, etc.)

Education Continuity

Maintain student schedules and instructional programs as closely as possible

Assign a liaison to coordinate between the sending and receiving schools

Duration and Return

Monitor conditions regularly to determine a safe return

Provide re-entry support and communication to families

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.

1. Initial Communication

Timing: As soon as practicable, but no later than five (5) calendar days following the emergency.

Responsibility: Communications team member or district designee, in coordination with Communications and/or Safety teams.

Method: Email, phone call, text alert, website announcement, app notification, or a combination, depending on the scope and impact of the emergency.

Content:

Clear and factual summary of the incident.

Confirmation of student and staff safety.

Actions taken in response (e.g., shelter-in-place, evacuation).

Assurance of continued safety and support.

Next steps (e.g., counseling services, operational changes).

Statement of timing of next communication.

Contact information for follow-up questions or concerns.

2. Ongoing Updates

When Applicable: If the emergency has long-term implications or ongoing developments (e.g., facility repairs, investigations).

Method: Email, phone call, text alert, website announcement, app notification, or a combination, depending on the scope and impact of the emergency. Possible follow-up emails, school newsletters, or parent meetings for long-term impacts.

Responsibility: Communications team member or district designee, in coordination with Communications and/or Safety teams.

Order of Communications:

Board of Education

Staff

Parents/Caregivers and Community

Students (if applicable)

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.

Provide devices as needed for students requiring access to instruction, and to staff to provide instruction.

Coordinate with community partners to offer internet hotspots or free access options for students and staff, subject to availability.

Support technology access, troubleshoot issues, and maintain cybersecurity measures.

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.

In the event of the activation of this plan, and in the event that the San Ramon Valley Unified School District is in a remote or virtual learning scenario for an extended period of time, SRVUSD will continue to use screening tools to monitor progress throughout the school year according to the following table:

In all other subject and content areas, students will continue to have their progress monitored through both formal and informal formative and summative assessments within the classroom. Progress will be monitored and shared with parents/caregivers via our learning management systems - Infinite Campus and Google Classroom, and in accordance with our grading policies in BP/AR 5121. This policy includes, but is not limited to:

Communicating progress on standards to parents/caregivers

Updating gradebooks regularly
 Providing progress reports and grades as scheduled to parents/caregivers as outlined by BP/ AR 5121.
 All teachers should be checking for understanding of current lessons and standards using informal and formal formative assessments within the classroom.

Grades	ELA	Math
K	- DIBELS - Illuminate Assessments (Optional)	- Illuminate Assessments (Optional)
1 - 3	- DIBELS	- STAR Math
4 - 5	- DIBELS - STAR ELA (Optional)	- STAR Math
6 - 8	- STAR Reading	- STAR Math (Course 1, 2, 3) - MDTP (Geom, Alg I)
9 - 11	- STAR Reading	- MDTP (Alg I, Geom, Alg II)

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.

Students with Disabilities will participate in instruction remotely in the event that school is not able to meet in person for a prolonged period of time. All accommodations, services, and resources will continue in a remote and virtual environment. This will include, but not be limited to:

All resource and Special Day Classes will meet virtually and will follow the means of instructional delivery denoted in Emergency Circumstance Plans, as denoted in students' IEPs.

Teacher posted lessons, virtual synchronous class meetings, personalized learning tools, scheduled teacher appointments as available, parent check-ins either in person or via email, and/or virtual office hours may all be used to support the student. Additional staff support may be provided for support for a student in a virtual or remote setting in accordance with Emergency Circumstance Plans. In some cases, in-person support may be provided in accordance with state guidance and California state law.

English Learners will continue to have equal access to instructional resources. Those resources will include a continuation of in-person integrated and designated English Language Standards instruction in the remote setting. Designated EL instruction will occur in a remote setting with the teacher or instructor. Integrated EL instruction will be included in the remote setting via the general education classroom, where differentiation and the integration of those standards will be taught. EL students will continue to be assessed via informal and formal measures in the classroom. ELPAC testing will be delivered in a virtual setting where necessary and in accordance to any additional guidance given by the CDE.

Homeless and Foster Youth

All necessary technology to access remote instruction will be provided to all homeless and foster youth to ensure access to the instructional program.

All homeless and foster youth will be connected with a district Social Worker to ensure equitable access to all programs and services within the SRVUSD.

When necessary and if possible, the district will provide or coordinate with existing local agencies to provide a physical space where students can access a remote or virtual instructional program.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Individualized Education Plans (IEPs) will continue to be provided and maintained in accordance with a student's current IEP in order to ensure that students with a disability are able to access curriculum and standards appropriately and equitably. Services currently provided to students will be provided in a remote setting where possible.

All IEPs include an Emergency Circumstances Program that accounts for the instructional needs of a student in the event schools are not able to meet in person. In the event that this is the case, these Emergency Circumstances Programs will be activated and followed for all students with IEPs.

English Learners (EL)

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

English Learners will continue to have equal access to instructional resources. Those resources will include a continuation of in-person, integrated, and designated English Language Standards instruction in the remote setting. Designated EL instruction will occur in a remote setting with the teacher or instructor. Integrated EL instruction will be included in the remote setting via the general education classroom, where differentiation and the integration of those standards will be taught. EL students will continue to be assessed via informal and formal measures in the classroom. ELPAC testing will be delivered in a virtual setting where necessary and in accordance with any additional guidance given by the CDE. In addition to the above measures: I

- All multilingual learners will have access to Lexia English, an online learning platform that engages students through an interactive platform and provides students with instruction in language development at their current language acquisition level.

- All elementary multilingual learners will have access to the interactive/online components from Language Power. Books, lessons, interactive field trips, and videos will engage students as they learn through thematic lessons at their ELD level.

- Our secondary multilingual learners will have access to Read 180 and English 3D resources. Read 180 provides foundation skills practice in areas such as vocabulary, basic phonics, grammar, and reading while English 3D provides instruction to students using grade specific topics where students learn academic vocabulary, practice reading and writing in English, and have discussions through small group online working groups to continue the development of their speaking and listening skills.

- Additional resources to support vocabulary, reading, writing, and speaking will be provided through the instructional strategies and practice modules provided by ELPAC and the State of California.

Professional Learning

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

In the event of a distance or virtual learning environment, professional learning on the tools, platforms, and strategies necessary for such an environment will be provided remotely via Google Meet, Zoom, or another communication platform. Professional learning will include the use of technology and pedagogies necessary for remote learning, social-emotional support, and learning on standards-based instruction while in remote learning.

Currently, all SRVUSD schedules include at least 90 minutes of Collaboration Time and up to 6 hours of additional time for staff meetings and outside of classroom duties. Synchronous professional learning may be provided during any of these times. Additionally, teachers may collaborate during these times virtually in both whole staff, grade-level, and department-level Professional Learning Communities.

Further professional learning resources may be available for teachers and will be posted on websites accessible to all SRVUSD staff. This asynchronous learning may be utilized during a teacher's daily preparation time on an as-needed basis. This may also include the professional learning resources found on the California Educators Together platform.

In the event that staff is unable to meet in-person during previously scheduled Professional Development days (typically held at the beginning of the year and sporadically throughout the year), then this professional learning will be provided by the district remotely as well, using the previously described platforms.

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.

In the event of the activation of this plan, all current counseling and mental health services will continue in a remote or virtual setting. Additional remote and virtual meetings for students will be held as needed for all students. Counselors, psychologists, and social workers are available as needed to meet with students.

For students who speak languages other than English, the SRVUSD will continue to utilize our LanguageLine translation services.

Physical and occupational health providers may communicate virtually with parents and students to provide students with services to the best of our ability. This may include remote demonstrations of exercises, sending equipment to the home, and family consultation on physical movement and health. Physical and occupational health service provision will be dependent on access to the student and their family.

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

In the event of a natural disaster, power outage, or other emergency, SRVUSD maintains site-specific emergency plans that ensure continued access to critical supplies, including water, backup power, and essential medications.

Each school site is equipped with emergency supply caches that include:

1. Potable water in accordance with California Office of Emergency Services guidelines (minimum of one gallon per person per day for at least three days)
2. Non-perishable food items and water containers
3. Basic first aid supplies, including over-the-counter medications
4. Emergency power sources, such as battery-operated or solar-powered chargers and communication devices
5. Sanitation and hygiene kits

Designated staff are trained to manage and distribute supplies in accordance with SRVUSD's Emergency Operations Plan (EOP). Medications required by students with medical needs—such as insulin, EpiPens, or seizure medications—are stored securely and accessible by authorized personnel during emergencies. Medication administration follows California Education Code and is managed by credentialed nurses or trained designees at each site.

The district also maintains a partnership with local emergency services to support resource distribution, medical care, and evacuation logistics as needed. These procedures are regularly reviewed and updated to align with state regulations and best practices in school emergency management.

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.

Child Nutrition: Coordinate grab-and-go or delivery meals for eligible students.

Meals would be packaged and would not be hot. They could be reheated at home or eaten cold.

Meals would be available via pick-up for families at several easily accessible schools or district offices across the district. If other resources, such as tech devices, are available, Child Nutrition would attempt to coordinate with the Technology Department to distribute at the same locations to make it easier for families to access.

Site-Based Collaboration

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

This plan was developed by the SRVUSD Facilities, Maintenance, Educational Services, and Communications Departments. Feedback and input were solicited, received, and considered by staff, including our classified and certificated labor partners, parents/caregivers, and students.

Return to Site-Based Learning

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

In the event of a disruption to normal school operations, such as a natural disaster, public health emergency, or other crisis, San Ramon Valley Unified School District (SRVUSD) is committed to ensuring a safe, coordinated, and effective return to in-person instruction. The following conditions must be met prior to reopening school sites:

Facility Safety and Readiness

All affected facilities must be inspected to ensure structural integrity, the proper functioning of utilities (e.g., electricity, water, HVAC), and the resolution of any safety hazards. Emergency supplies and equipment must be replenished, and any necessary repairs completed.

Public Health and Safety Compliance

Reopening will be guided by applicable federal, state, and county health orders. Health and safety protocols—including cleaning and disinfection procedures, ventilation assessments, health screening measures, and access to personal protective equipment (PPE)—must be fully implemented.

Staff Training and Site Preparation

Staff must be trained on updated safety protocols, emergency procedures, and any instructional changes that may impact day-to-day operations. Site-specific readiness plans, including modifications to physical spaces or schedules, must be finalized and communicated.

Instructional and Operational Readiness

Instructional plans must be in place to support all students, including those who may continue learning remotely. Transportation, nutrition services, and campus operations must be reviewed and adjusted to meet current safety guidelines and operational capacity.

Communication with Parents/Caregivers and Community Partners

The district will maintain clear, consistent communication with families, students, and staff throughout the disruption and recovery period. Reopening timelines, safety expectations, and available support services will be widely disseminated through multiple channels.

These conditions ensure that all SRVUSD school sites are fully prepared to resume operations in a manner that prioritizes the safety, well-being, and academic continuity of the entire school community.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into the school's Comprehensive School Safety Plan (CSSP).

The San Ramon Valley Unified School District (SRVUSD) is committed to aligning its emergency response and instructional continuity efforts districtwide. As required by Senate Bill 153, this Instructional Continuity Plan (ICP) will be integrated into (school site) Comprehensive School Safety Plan (CSSP) no later than July 1, 2025.

The ICP will serve as a critical component of the CSSP, outlining how the sites will continue to deliver high-quality instruction and student services during emergency closures, natural disasters, or other events that disrupt in-person learning. The integration process will ensure that this plan complements existing safety protocols, including emergency communication, evacuation procedures, mental health support, and access to technology and resources.

To comply with state regulations, including requirements for the Form J-13A Waiver beginning in fiscal year 2026–27, this ICP will be locally reviewed and adopted as part of each site’s CSSP. SRVUSD’s Educational Services, Student Services, and Safety & Risk Management teams will support school sites in aligning their ICPs with other CSSP components and ensure that the finalized plans are board-reviewed and appropriately implemented.

Through this integration, SRVUSD will strengthen its ability to maintain continuity of learning while prioritizing the health, safety, and well-being of students and staff during emergencies.

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 plan will be reviewed annually through a consortium of our Facilities, Maintenance, Educational Services, and Communications Departments

Input, feedback, and considerations for this plan will be solicited from all community partner groups, including parents/caregivers and students, as well as all staff.

Cardiac Arrest

Sudden Cardiac Arrest Response: AB 1639 & AB 2287

AB 1639: CA Ed Code §33479 through §33479.9 requires all coaches in the San Ramon Valley Unified School District (SRVUSD) to meet the state's Duty to Train requirements for Sudden Cardiac Arrest (SCA) prevention.

- This requirement is established by California's Assembly Bill 1639, known as the Eric Paredes Sudden Cardiac Arrest Prevention Act. The law mandates that all coaches of interscholastic and club sports complete an approved SCA training course and renew it every two years.

To fulfill this obligation, SRVUSD coaches use the online [SCA Prevention Training](#) offered in partnership with the CIF (California Interscholastic Federation) and the Eric Paredes Save A Life Foundation (epsavealife.org). This training provides coaches with the knowledge to recognize the warning signs of SCA and implement the necessary remove-from-play and return-to-play protocols.

Coaches have access to training resources and information sheets provided directly by the CIF, available at [CIF Sports Medicine SCA Resources](#). Core components for athletic programs include:

- Annual Acknowledgement: Parents/guardians and student-athletes must sign an SCA information sheet *each school year before* participation—Parent-Athlete [Fact Sheet with Signature Page](#).
- Remove & Clear Policy: Any student who passes out or faints during or after an athletic activity must be removed immediately. They cannot return until cleared in writing by a physician or surgeon.

AB 2887: CA Ed Code §49417 requires that all school administrators and staff receive annual information regarding SCA.

- [Annual Information Distribution](#): Each year, all staff (regardless of athletic involvement) shall receive an information sheet covering:
 - Warning Signs: Fainting, chest pain, shortness of breath, a racing heartbeat, unusual fatigue, or dizziness.
 - The School's Response Plan: How to activate the campus Emergency Action Plan (EAP).
 - AED Locations: Locations of all AED units on each campus.
- [The Chain of Survival](#): In the event of a collapse where the person is unresponsive and not breathing normally, follow these three steps immediately:
 1. CALL 911: Direct a specific person to call 911 and alert the front office.
 2. PUSH (CPR): [Begin hands-only CPR](#). Push hard and fast in the center of the chest (100–120 beats per minute).
 3. SHOCK (AED): Send a runner to retrieve the nearest Automated External Defibrillator (AED). Turn it on and follow the voice prompts.

Procedures for Immigration Enforcement Notification (SAFE Act)

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Upon confirmation of the presence of immigration enforcement at a school site, the school principal or designee will immediately notify the Superintendent's Office. With the support of school supervisory personnel, notification protocols will be implemented.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Upon confirmation of the presence of immigration enforcement at a school site, the Communications Office will immediately distribute appropriate messaging to the Board of Education, District administrators, school staff, and parents/caregivers.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Upon confirmation of the presence of immigration enforcement at a school site, the Communications Office will immediately distribute appropriate messaging to the Board of Education, District administrators, school staff, and parents/caregivers.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The message to the Board of Education, District administrators, school staff, and parents/caregivers will notify the community about the presence of immigration officials on campus, share the nature of their activity, affirm that schools are safe zones for learning, and include links to immigration resources on the District website.

Privacy Constraint

The notification shall not include any personally identifiable information.

The messages will not contain any personally identifiable information.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Appropriate messaging will be shared through email, short messaging service (SMS), app push notification, and school website announcement.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Community messaging will include a link to the District's Immigration Resources web page, which provides messaging from the SRVUSD Superintendent regarding immigration and Contra Costa County Office of Education Legislation and Guidance resources.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Comprehensive School Safety Plans are updated annually by each individual school site council and/or school safety council. The Communications Department will review and if necessary update the plan to comply with State law.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

This file along with SRVUSD Safety Plans are available on the District's website.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Comprehensive School Safety Plans are updated annually by each individual school site council and/or school safety council.

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

June 10, 2025

The Governing Board recognizes that the use of Mobile Communication Devices (MCDs) on campus may be beneficial in some circumstances but also recognizes that these devices contribute to in-class disruption and can negatively affect student well-being.

MCDs include, but are not limited to, smartphones, smart watches, and wearable communication devices.

The Governing Board asserts its right to regulate the possession and use of MCDs by students while on school sites and under the supervision of school employees. This authority is granted by California Education Code Sections 48901.5 and 48901.7, as amended by AB 3216.

MCDs shall not be used in any manner that infringes on the privacy rights of any other person.

Elementary and middle school students shall have their MCDs off, or silenced, and stored during the school day. Middle school students may use MCDs if directed by a teacher for instructional purposes with permission from the principal or their designee.

High school students shall have their MCDs turned off, or silenced, and stored during instructional time unless used for learning purposes as instructed by a teacher, school administrator, or authorized by the district. High school students shall be able to use their MCDs during non-instructional time.

When a student uses an MCD in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined, and the district employee may temporarily confiscate the device.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of an MCD that poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's MCD, which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every two years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

Cell Phone Policy Community Input Timeline

Late October to November 8 2024 - SRVUSD works with Hanover to finalize survey

October 15 2024 - Informational presentation to the Board

November 12 2024 - Survey and plan shared with Cabinet

December 2 2024 - Messaging sent to all families, staff and secondary students re: survey

December 2- 13 2024 - Survey open for parent/student input; Marketing survey opportunity on social media, school newsletters, Friday Brights, district website, SRVCPTA & SRVEF newsletters, and at steering committee meetings

December 11 2024 - Reminder message to families and students- survey closing on 12/13

December 13 2024 - Survey closed

January 15 2025 - Gather feedback at SRVCPTA meeting

January 27 2025 - Gather feedback at SRVEF Affiliates meeting

Mid-January 2025 - Hanover delivered executive summary and Data analysis of survey

February 12 2025 - Messaging sent to all families re: Forums for input; Marketing Forum opportunities on social media, school newsletters, Friday Brights, district website, SRVCPTA newsletters, and at steering committee meetings

February 26 & 28 2025 - Parent Forums

Feb-March 2025 - Principals collected staff feedback at staff meetings

March 10 2025 - Message to secondary students re: Forums

March 21 & April 2 2025 - Student Forums

March 27 2025 - Message to parents with link to Forum presentation and Google form to provide additional input if they were unable to attend a forum

March 2025 - Message to students- reminder about the forums and a link to presentation and Google form

April 4 2025 - Google form closed for parents and students

April-June 2025 - Staff and Cabinet examined all feedback and wrote draft BP and AR

May 22 2025 - First reading of Mobile Communication Device BP & AR at special Board meeting

June 10 2025 - Board approval- Mobile Communication Device BP and AR

August 6 2025 - Message to families, staff, and secondary students with details outlining the new policy

Aug. 11 2025 - Add'l messaging for new policy included in Back to School email to parents

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Definitions

Mobile Communication Devices (MCDs) include, but are not limited to, smartphones, smart watches, and wearable communication devices.

School Day means the period from the time a student arrives on campus until the time of their dismissal, including class time, passing periods, breaks, and lunch periods, as well as during school-sponsored activities.

Instructional Time means the time specifically designated for classroom instruction and academic activities as determined by school schedules.

General Regulations

Students are responsible for the security of their privately owned MCDs brought onto school campuses; the district shall not be responsible for loss or damage.

The use of MCDs shall not disrupt the educational environment or violate the rights of others, including their privacy.

Regulations by School Level:

Preschool Through Grade 8

During the school day, students shall not use or have their MCDs visible. Devices must be turned off or silenced and stored in backpacks or other designated storage during the entire school day, including class time, passing periods, breaks, and lunch periods.

MCDs may be used outside of the school day for school-sponsored activities including but not limited to dances, athletics, performances, etc.

For grades six through eight, during the school day, students may use their MCDs as specifically directed by a teacher for instructional purposes with permission of the principal or their designee.

High Schools (Grades 9 through 12)

During instructional time, MCDs shall be turned off and stored out of sight (e.g., stored in backpacks or other designated storage) unless a teacher explicitly grants permission for instructional use. This includes while students are in the classroom, even if they have finished their work, and during restroom breaks that occur during instructional time.

MCDs may be used outside of instructional time including passing periods, lunch, and breaks.

Permitted Uses and Exceptions (All Grade Levels)

A student shall not be prohibited from possessing or using an MCD under the following circumstances:

Emergency Situations: In the case of an emergency or in response to a perceived threat.

Health Needs: When a licensed physician and/or surgeon determines that the possession or use of an MCD is necessary for the health or well-being of the student. Documentation from the physician may be required and kept on file with the school nurse.

IEP or Section 504 Requirements: When the possession or use of an MCD is specifically required in a student's Individualized Education Program (IEP) or Section 504 plan.

Enforcement and Consequences

Schools will establish clear procedures for addressing violations of this policy, including verbal warnings, confiscation of the device, parent/guardian notification, detention, or other disciplinary actions as outlined in the school's progressive discipline plan.

Confiscated devices will be held according to school-level procedures, which may require parent/guardian pick-up, particularly for repeat offenses.

Repeated violations of this policy may result in the loss of the privilege of bringing an MCD to school.

Education and Communication

The district will communicate this policy to students, parents/guardians, and staff through various means, including school handbooks, websites, and presentations.

Schools will provide age-appropriate education to students on responsible technology use, digital citizenship, cyberbullying prevention, and the potential impacts of excessive screen time.

Parent education resources will be made available to support responsible device use at home.

Review

This administrative regulation will be reviewed and updated as needed to ensure alignment with the related Board Policy and evolving technology and community needs. The review process will involve significant stakeholder participation, including students, parents/guardians, and staff.

3. Incident Command System

3.1 Incident Command

The Incident Command System (ICS) is used by first responders and government agencies to manage emergencies, crises, and disasters nationwide. SRVUSD also uses ICS - a system where people are grouped by functions according to aptitude and skills, instead of rank/title. Every position reports to someone (see the ICS School Organization Chart in the chart at the end of this section), which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

All District employees, and especially those staff members assigned to an ICS team, are highly encouraged to download the Site's Emergency Plan. It is also recommended that team members and other District employees take CERT training, if at all possible.

Disaster supplies lists can be found in the Site's Emergency Plan. SRVUSD personnel can learn more about ICS by taking online courses at www.csti.org but remembering to acquire a FEMA number first. Additional on-line Emergency Management classes appropriate for District employees are offered by the Federal Emergency Management Agency (FEMA) and are linked at <https://cdp.dhs.gov/femasid/register>

Recommended adjustments for above section:

All District employees are required to annually review their assigned site's approved Safety Plan. Those assigned to specific ICS roles or an ICS team must be intimately familiar with their required duties and the locations of their team's disaster supplies.

Command Marissa Norris; Mona Keeler

During an emergency, the Incident Commander is responsible for setting the response objectives and directing activities from a designated Command Post. To effectively direct response actions, 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 directed by the principal, as the Incident Commander. The principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison, as needed. The Incident Commander should use "management by objectives" by setting specific goals and objectives for the total response. The objectives should be SMART - Specific, Measurable, Achievable, Relevant and Timely.

Planning/Intelligence Veena Virdee; Marissa Norris

During an emergency, ICS 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. Under ICS, this function is supported by a staff member(s) assigned to supporting documentation.. This position will report directly to the Incident Commander (principal) unless a Planning/ Intelligence Chief is assigned. The ICS Planning/Intelligence Section also predicts future needs, trends, and constantly answers the following questions:

- How big is this problem?
- Who is affected?
- What are we going to need immediately, in the next few hours, next six hours, etc?

Planning and Intelligence people are forward thinkers. They like to seek out facts and make predictions.

Operations Marissa Norris; Mona Keeler

Under ICS, all tactics for the emergency response are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within SRVUSD, these activities are performed by the following teams:

- First Aid/Medical Team
- Security/Utilities Team
- Assembly Area Team
- Psychological First Aid Team
- Supply/Equipment Team
- Request Gate Team
- Reunion Gate Team
- First Responder/EMS Liaison

In the worst case scenario:

- Fire Suppression/HazMat Team
- Search and Rescue Teams.

Operations people are “Problem Solvers” who can work in a non-structured environment.

Logistics Sandra Galicia; Jorge Mendoza

The Logistics function of ICS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, resources, equipment and services. Within SRVUSD, these activities are performed by Supply/Equipment Team. The Logistics section deals with resources. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs. These people are the “Getters” and those who are naturally disposed to maintaining and obtaining supplies.

Finance/Administration Marissa Norris; Veena Virdee

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These people are known as the “Payers”. They will keep track of personnel time and costs.

ICS can be adopted for schools with limited personnel. If no one is assigned to an ICS position, it is assumed that the person who manages that position is keeping, and doing, the responsibility for the unfilled position. Remember, not every emergency will require all teams listed within this safety plan. For example: in some emergencies, the Incident Commander may not assign a person to be in charge of finance. In that case, the Incident Commander is still responsible for the financial documentation (if needed).

3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal, who acts as the Incident Commander. In the absence of the principal, the lead supervisory employee on site at the time of the emergency will act as the Incident Commander. The Command Team includes the school's Public Information Officer and the Safety Coordinator. The team leader for each of the other four functions (Operations, Planning & Intelligence, Logistics, and Finance & Administration) also report to the Incident Commander. The Incident Commander sets goals and objectives for the activities of all other teams.

3.2.1 Incident Commander

Marissa Norris; Mona Keeler

The Incident Commander (principal, or lead supervisory employee) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Absent a life threatening situation requiring immediate actions, the only role of the Incident Commander is to make decisions. Specific duties of the Incident Commander may include:

- Setting goals and objectives for the response team as a whole
- Periodically assessing the situation

- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with School District Administrators and central staff.

3.2.2 Public Information Officer

Jon Campopiano; Communications Team District Office

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Consistently communicate with the Incident Commander for periodic updates and official statements
- Sending approved messages through Constant Contact to keep parents informed
- Maintaining a log of PIO actions and all communications
- Coordinate with Incident Commander on internal communications to staff and necessary School District personnel
- Periodically interacting with the media and District Communications
- Preparing draft statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and correcting any misinformation

3.2.3 Safety Coordinator

Kate Bryzek; Mona Keeler

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible.

Specific duties of the Safety Coordinator may include:

- Stopping unsafe activities
- Periodically checking with the Incident Commander for situation briefings and updates
- Maintaining all safety records and documentation as assigned by the Incident Commander
- Monitoring drills, exercises, and emergency response activities for safety
- Identifying safety hazards
- Ensuring that team members use appropriate safety equipment
- Coordinate with external safety officials (Fire Marshall, OSHA representatives, etc.) during an emergency

Supplies and Equipment for Command Team

- Master keys –

o Note: These must be kept in a secure location or with specific authorized individuals

- School Emergency Response Containers
- Copy of the Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff email lists
- Backup power sources (batteries, generators, etc.)
- Copies of staff and student rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit
- Clipboard, paper, pens
- Hard hat
- Vest or position identifier
- Large campus map

Master keys – Note: These must be kept in a very secure location or with specific authorized individuals

- Copies of staff and students rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit

- Clipboard, paper, pens
- Hard hat
- Vest or position identifier
- Large campus map

3.3 First Aid/Medical Team

The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and that first aid and triage is rendered during an emergency.

Assignments

First Aid/Medical Team Leader: Katie Watkins

Alternate Team Leader: School Nurse- Kristi Nolan

First Aid/Medical Team Member: Sorya Cortes

First Aid/Medical Team Member: Jennifer Bassett

School Nurse: Kristi Nolan

Team Assembly Location



First Aid/Medical Team Leader

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with Operations to determine medical needs and planned actions. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel, coordinating training, and assessing available inventory of supplies & equipment
- Designating and setting up First Aid/Medical treatment and/or triage areas, with access to emergency vehicles
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients
- Periodically keeping Operations informed of overall status
- Completing Injury Reports

First Aid/Medical Team Members

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. All team members should have First Aid/CPR/AED training. Specific duties of the members of the First Aid/Medical Team may include:

- Setting up first aid area, triage and/or temporary morgue
- Triage/First Aid Response
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered
- Reporting critical injuries or deaths immediately to First Aid/Medical Team Leader
- Recording information on transport to hospital by first responders

Supplies and Equipment for First Aid/Medical Team

- Vest or position identifier
- First aid supplies
- Non-Latex disposable exam gloves
- AED (if school has one on campus)
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury Report

During a major disaster, Emergency Medical Services may have an extended response time to SRVUSD locations due to overwhelming calls for service. If faced with a life-threatening situation in which staff or students need immediate medical transportation, and ambulatory transport is unavailable, staff or students may be transported to the San Ramon Regional Medical Center at 6001 Norris Canyon Road in the City of San Ramon.



Crisis Team

The Psychological First Aid Team, or Crisis Team, is responsible for the social-emotional well-being of students on campus during an emergency. The team provides psychological first aid as needed in the immediate aftermath of a critical incident or emergency, pursuant to the District's Crisis Preparedness, Response and Recovery policy.

Assignments

Psychological First Aid Team Leader: Jenny Bassett

Alternate Team Leader: Kristi Nolan

Psychological First Aid Team Member: Jennifer Bassett

Team Assembly Location



Psychological First Aid Team Leader

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with Operations to identify concerns and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed and ensuring appropriate training is provided. Information is available in the District's Crisis Preparedness, Response and Recovery Bulletin. Supplemental online training courses STEPS 212 and 409 are offered through the Learning Zone.

Psychological First Aid Team Members

The members of the Psychological First Aid Team are responsible for monitoring the social-emotional safety and well-being of the students and staff in the Assembly Area and First Aid Area. Specific duties of the members of the Psychological First Aid Team may include:

- Psychological triage/first aid
- Providing reassurance to students
- Updating records of the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident
- Coordinating with Operations to provide water and food to students and staff when necessary
- Support for students with disabilities or special needs
- Supporting other teams, as needed

Supplies and Equipment for the Psychological First Aid Team

- Vest or position identifier
- Hand-held two-way radio
- Ground cover and tarps
- First aid kit
- Paper, pens and pencils

3.5 Search and Rescue Team

The primary organization responsible for search and rescue operations will be the San Ramon Valley Fire Protection District with support (if needed) from the Contra Costa County Sheriff Search and Rescue Team. In a major disaster or during an emergency where there is an immediate threat to life, the assigned site's Search and Rescue Team is responsible for preparing and performing emergency search and rescue operations. There may be two or more Search and Rescue teams at a school. Each team must have four members.

Assignments

Search and Rescue Team Leader: Kyle Sprickman

Alternate Team Leader: Alicia Martin

SAR Team 1 Members: Kyle Sprickman; Alicia Martin; ;

SAR Team 2 Members: Gloria Slack; Shawn Armstrong; ;

SAR Team 3 Members: Michelle Hamon; Nicole Brockmeier; ;

SAR Team 4 Members: ; ; ;

Team Assembly Location



Search and Rescue Team Leader

In the event of a major disaster, and first responders are unavailable, the Search and Rescue Team Leader is responsible for directing team activities, keeping Operations informed of overall status, and coordinating appropriate training. Specific duties of the Search and Rescue Team Leader may include:

- Obtaining briefings from Operations and the Assembly Area Team, noting missing students and any other situations requiring response
- Assigning and recording search and rescue teams based on available manpower, maintaining 4 persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency, if the scope of the disaster has caused first responders to be unavailable. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to Team Leader upon discovery
- Rescuing trapped survivors on campus
- Evacuating survivors with mobility challenges
- Working with the Utilities Team and Fire Suppression Team in shutting off gas or extinguishing fires as appropriate
- Periodically reporting to the Team Leader the location, number, and condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms
- Sealing off and posting areas where hazardous conditions exist
- Contacting Security/Utilities Team to secure the building from reentry after the search

Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand-held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Bolt cutters (for cutting grates from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape

- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)

3.6 Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with Operations as required. Close coordination with the Reunion Gate Team is necessary to safely reunite students with their parents or lawful guardians. The Security/Utilities Team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities. This team includes participation by the school police officer or school security officer, campus aides, and members of the custodial and cafeteria staff.

Assignments

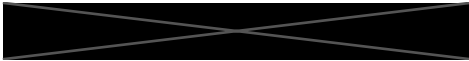
Security/Utilities Team Leader: Sandra Galicia

Alternate Team Leader: Jorge Mendoza

Security/Utilities Team Member: Jessica Cruz

Security/Utilities Team Member: Stevan Sikes

Team Assembly Location



Security/Utilities Team Leader

The Security/Utilities Team Leader is responsible for directing team activities and interacting with Operations to identify problems, report status, and coordinates appropriate training. The Security/Utilities Team Leader is also responsible for contacting the Planning and Intelligence Section that will, in turn, notify local utility companies (water, electricity, gas, sewer) as needed.

Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut-off utilities, as needed. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking some gates when appropriate
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents
- Keeping students and staff out of buildings, as necessary
- Assisting at Reunion Gate, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard hat, gloves, and personal protective equipment
- Master keys
- Hand-held two-way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

3.7 Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with the supplies cached in the emergency bin and cafeteria storage

room. Team members shall check and verify all supplies are present, in good working order, and in adequate numbers at the beginning of each academic semester.

Assignments

Supply/Equipment Team Leader: Sandra Galicia

Alternate Team Leader: Jorge Mendoza

Supply/Equipment Team Member: Sandra Galicia

Supply/Equipment Team Member: Stevan Sikes

Team Assembly Location



Supply/Equipment Team Leader

Supply/Equipment Team Leader

The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring food/shelter/care
- Work with Planning & Intelligence Coordinator to determine the length of time care will be needed
- Inventory supplies on hand

Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Determining supply/equipment needs for any persons with special needs
- Controlling conservation of water

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Emergency first aid kits
- Temporary power supplies
- Cell phones
- Sanitation supplies

3.8 Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Command Team.

Assignments

Assembly Area Team Leader: Doug Wartenberg

Alternate Team Leader: Tina Mihin

Assembly Area Team Member: Robin Vanni

Assembly Area Team Member:

Team Assembly Location



Assembly Area Team Leader

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Missing Person Reports from team members and providing the report to the Incident Commander via the Command Team.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of students and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students from teachers or other personnel
- Ensuring that students are orderly and supervised so that they can be found quickly when parents arrive
- Gathering Missing Person Reports from each teacher and submitting forms to the Assembly Area Team Leader
- Assisting the Reunion Gate Team as required

Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off-site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms

3.9 Request and Reunion Gate Teams

Request Gate Team

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

Assignments

Request Gate Team Leader: Mary Tagupa

Alternate Team Leader: Vicki Poynter

Request Gate Team Member:

Request Gate Team Member:

Team Assembly Location



Request Gate Team Leader

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems, report status, and coordinating appropriate training. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer. Supplemental online training course STEPS 419 is offered through the Learning Zone.

Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents/guardians/ designees and providing them with the paperwork authorizing the holders to reunite with their students at the Reunion Gate and checking identification. Specific duties of the members of the Request Gate Team may include:

- Greeting and quickly directing parents, guardians, or designees to the counselors, as appropriate
- Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status in all languages is suggested.
- Checking identification
- Directing parents or guardians to the Reunion Gate
- Dispatching student runners to Assembly Area to escort students whose parents have come to claim them

Supplies and Equipment for Request Gate Teams

- Keys to Request Gate
- Student lists
- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Sign-making materials
- Bullhorn

- Reunification forms

Mass Reunion Planning

The Request and Reunion Gate Teams shall familiarize themselves with the Reunification Plans and Procedures outlined in this plan's Functional Annexes (Section 6.8). The following activities should be part of every school's Request/Reunion Gate Team's preparedness program:

- Crosstrain other teams to assist. When the Search and Rescue Team members are done with their assignment, they may be re-assigned by the Operations Section Chief to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms etc.) for the additional Request Gate Team members so that additional stations can be opened.
- Have a plan to reorganize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school.
- Ensure that there are sign making supplies to allow for reorganization.

Reunion Gate Team

The Reunion Gate Team is responsible for compassionately reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus. Members of the Psychological First Aid Team and Security Team may be asked to assist the Reunion Gate Team. If a child is injured, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team stay with the parent and assist them.

Assignments

Reunion Gate Team Leader: Aldabella Lee

Alternate Team Leader: Mary Tagupa

Reunion Gate Team Member: Carrie Nevins

Reunion Gate Team Member:

Team Assembly Location



Reunion Gate Team Leader

The Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems, request additional personnel, and report status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log from the Team Members and should have the forms readily available to Operations.

Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, or designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, or designees at the Reunion Gate
- Verifying identification and authenticity of reunification forms
- Confirming students recognize the authorized adults who come to claim them and requiring adults to sign students out of school
- Completing Student Release Log and submitting them to the Reunion Gate Team Leader

Supplies and Equipment

- Hand-held two-way radios
- Tables and chairs
- Office Supplies –pens, paper, clipboards, release forms, etc.
- Student Lists
- Flashlights
- Keys to Reunion Gate
- Materials for sign-out log
- Student Release Log

3.10 Fire Suppression/Hazmat Team

The primary organization responsible for Fire Suppression and Hazmat will be the San Ramon Valley Fire Protection District. In the event of a major disaster, and first responders are unavailable or have an extended response time, the site's Fire Suppression and HazMat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency if first responders are unavailable. The school district or local fire protection agencies should provide ongoing training in compliance with OSHA regulations. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with Operations. Team members complete the Damage Assessment Report Forms.

Assignments

Fire Suppression and HazMat Team Leader: Sandra Galicia

Alternate Team Leader: Jorge Mendoza

Fire Suppression and HazMat Team Member: Shawn Armstrong

Fire Suppression and HazMat Team Member:

Team Assembly Location



Fire Suppression and HazMat Team Leader

In the event of a major disaster, and first responders are unavailable or have an extended response time, the Fire Suppression and HazMat Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Leader is also responsible for gathering the Damage Assessment Report Forms from the Team Members and having forms readily available to Operations.

Fire Suppression and HazMat Team Members

In the absence of First Responders, the members of the Fire Suppression and HazMat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the Damage Assessment Report Form will be submitted to the Team Leader. Specific duties of the members of the Fire Suppression and HazMat Team may include:

- Evaluating potential release of chemicals
- Identifying damaged areas on the Damage Assessment Report Form. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire: 1. 2. 3. Class A, B or C for ordinary combustibles Class B or C for fires involving flammable liquids Class C only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas.

Supplies and Equipment for the Fire Suppression and HazMat Team

- Vest or position identifier
- Hard Hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two-way radios
- Master keys on lanyard
- Clipboard with job duties and Damage Assessment Forms
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools.
- Site maps

3.11 Documentation/Communications Position

The Documentation Position works under the Planning and Intelligence Section and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what action was taken by the school in response to the emergency.

Assignments

Documentation Staff Member: Veena Virdee

Alternate Documentation Staff Member: Aldabella Lee

Roles and Responsibilities

The Documentation Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference.

Specific duties may include:

- Periodically communicating with the Planning and Intelligence Section for status updates.
- Documenting all communications with the Command Post, Public Information Officer, and outside agencies.
- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage and first aid needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining, and securing all emergency documentation.
- The Communications Staff Member will collect, organize, analyze situation information, and provide periodic updates.

Specific duties may include:

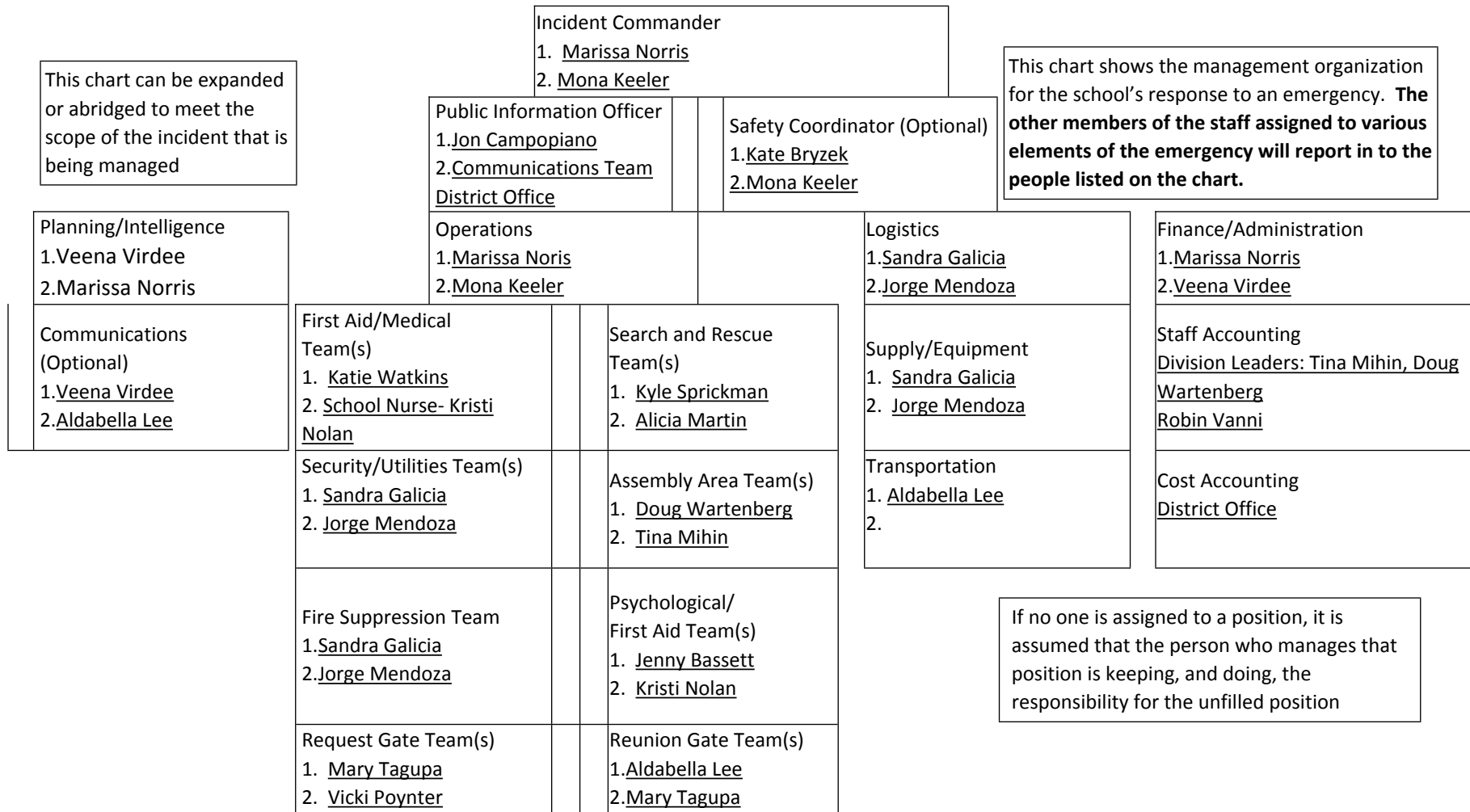
- Listening to AM/FM radios for information.
- Monitor other forms of social media communication (Twitter, etc)
- Updating site maps as reports and other information are received.
- Preserving maps as legal documents.
- Using an area-wide map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
- Developing situation reports for the Incident Command Team.

Supplies and Equipment for the Documentation Position

- Hand-held two-way radios
- File boxes
- Info/access to Constant Contact, internet, cell phones, etc.
- AM-FM battery radios/Portable TV
- Damage Assessment Reports
- Paper, pens, dry-erase pens
- Maps of event by the hour
- Large site map of campus, laminated or covered with plastic
- Map of county or local area

3.13 School ICS Team Leads Chart

Iron Horse Middle School EMERGENCY MANAGEMENT ORGANIZATION CHART



The Incident Command System

Note: This Organization Chart is based on ICS, and adapted for SRVUSD use. The Principal and School Safety Committee should use discretion in making further Modifications to address specific needs of the school. The first name in the box represents the primary responsible person; the second name denotes the backup.

3.14 School Site Crisis Team Chart

This chart provides examples of crisis team positions, roles and responsibilities at the school site. "Backup" staff should be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY STAFF	BACKUP STAFF
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response & intervention services.	Marissa Norris	Mona Keeler
Crisis Team Leader Operations Chief	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	Mona Keeler	Kate Bryzek
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	Jon Campopiano	Communications Team District Office
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	Jenny Bassett	Kristi Nolan
First Aid/Medical	Ensures that first aid supplies are available and performs medical first aid/triage.	Katie Watkins	School Nurse- Kristi Nolan
Security	Ensures school site security, secures gates, and performs short term repairs and shutoff of utilities as necessary.	Sandra Galicia	Jorge Mendoza
Request Gate Student Care	Processes requests for student pick-up.	Mary Tagupa	Vicki Poynter
Reunion Gate Student Care	Reunites students and parents at Reunion Gate.	Aldabella Lee	Mary Tagupa
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	Sandra Galicia	Jorge Mendoza
Communications Planning and Intel	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls,	Veena Virdee	Aldabella Lee

	television, radio and social media for information. Radio Dispatch		
*The designated Crisis Team Leader and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.			

3.15 School Site Suicide/Threat Risk Assessment Team Chart

This chart identifies the members of the suicide/threat risk assessment team and their responsibilities at the school site. "Backup" staff should be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY STAFF	BACKUP STAFF
Administrator (Principal, Assistant Principal, or Administrative Designee)	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Risk Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc). Coordinates all information, referrals, safety planning, and monitoring.	Marissa Norris	Mona Keeler
Mental Health Professional /Suicide Prevention Liaison (For Student Suicide/Threat Risk Assessment: Psychiatric Social Worker, PSA Counselor, School Psychologist) (For Adult/Employee Workplace Violence Risk Assessment: School Mental Health Administrator)	Assists with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses. Identified as the Suicide Prevention Liaison. Brings mental health and trauma expertise in working with students & families.	Katie Watkins (Student Suicide/Threat Risk Assessment)	Jenny Bassett (Student Suicide/Threat Risk Assessment)
		Marissa Norris (Adult Workplace Violence Risk Assessment)	Mona Keeler (Adult Workplace Violence Risk Assessment)
Law Enforcement (Local Police Officer-resident or patrol officer; Danville/San Ramon Police Departments; Contra Costa County Sheriff's Department)	Responds to situations of risk of violence to self or others. Assists with assessment and application/transport for a psychiatric evaluation, as needed. Determines whether threat is a criminal threat; actions may include arrest, citation, or other investigative responsibilities. Assists with identifying criminal background of person of interest.	SRPD School resource Officer- Stephen Akacsos	

3.16 School Emergency Contacts Chart

Title/Role	Name
Principal	Marissa Norris
Assistant Principal 1	Mona Keeler
Assistant Principal 2	Kate Bryzek
Assistant Principal 3	
Assistant Principal 4	
Administrator Assistant	Vicki Poynter
Cafeteria Manager	Bridget Swan
Financial Manager or Office Manager	Veena Virdee
Plant Manager Head Custodian	Sandra Galicia
Back Up Custodian	Jorge Mendoza
Custodian Closest to Site	
First Person on Campus in AM	Sandra Galicia
Last Person on Campus in PM	Jessica Cruz

Title/Role	Name
Search and Rescue Team 1	
Team leader	Kyle Sprickman
Member 2/Alternate Leader	Alicia Martin
Member 3	
Member 4	
Search and Rescue Team 2	
Team leader	Gloria Slack
Member 2/Alternate Leader	Shawn Armstrong
Member 3	
Member 4	
Search and Rescue Team 3	
Team leader	Michelle Hamon
Member 2/Alternate Leader	Nicole Brockmeier
Member 3	
Member 4	
Search and Rescue Team 4	
Team leader	
Member 2/Alternate Leader	
Member 3	
Member 4	
Security / Utilities Team	
Team leader	Sandra Galicia
Member 2/Alternate Leader	Jorge Mendoza

Member 3	Jessica Cruz
Member 4	Stevan Sikes
First Aid / Medical Team	
Team leader	Katie Watkins
Member 2/Alternate Leader	School Nurse- Kristi Nolan
Member 3	Sorya Cortes
Member 4	Jennifer Bassett
Assembly Area Team	
Team leader	Doug Wartenberg
Member 2/Alternate Leader	Tina Mihin
Member 3	Robin Vanni
Member 4	
Fire Suppression / HazMat Team	
Team leader	Sandra Galicia
Member 2/Alternate Leader	Jorge Mendoza
Member 3	Shawn Armstrong
Member 4	
Psychological First Aid/Crisis Team	
Team leader	Jenny Bassett
Member 2/Alternate Leader	Kristi Nolan
Member 3	Jennifer Bassett
Member 4	Jennifer Bassett
Supply / Equipment Team	
Team leader	Sandra Galicia

Member 2/Alternate Leader	Jorge Mendoza
Member 3	Sandra Galicia
Member 4	Stevan Sikes
Request Gate Teams	
Team leader	Mary Tagupa
Member 2/Alternate Leader	Vicki Poynter
Member 3	
Member 4	
Reunion Gate Teams	
Team leader	Aldabella Lee
Member 2/Alternate Leader	Mary Tagupa
Member 3	Carrie Nevins
Member 4	
Documentation / Communication	
Team leader	Veena Virdee
Member 2/Alternate Leader	Aldabella Lee
Transportation	
Team leader	Aldabella Lee
Member 2/Alternate Leader	
Administrative Search Coordinator	
Team leader	Marissa Norris
Member 2/Alternate Leader	Mona Keeler
Manager of School Emergency Response Box	
Team leader	Veena Virdee

Member 2/Alternate Leader	Veena Virdee
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4. Training and Exercises

4.1 Training and Exercises

The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that staff members, students, faculty, parents, and community representatives understand roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements for the District and/or local jurisdiction level(s). Exercises may range from basic fire and shelter-in-place drills to full-scale community-wide drills that realistically portray an emergency event and show the role the school plays in school District and local jurisdictional planning.

4.2 District Documents Concerning Emergencies SRVUSD documents related to school emergencies and emergency preparedness are available at <https://www.srvusd.net/District/Emergency-Preparedness/>. Hard copies are maintained in the school office for offline access. The site administration will verify the link and document relevance annually, ensuring alignment with District and jurisdictional standards.

4.3 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide a minimum of a 24-hour supply of emergency water, food, first aid, search and rescue, sanitation and other emergency supplies and equipment at school. Emergency supplies will be maintained in classrooms and each site's designated emergency supply storage location, with restocking coordinated by the Supply/Equipment Team Leader. Supplies will be checked to ensure readiness at the beginning of each academic semester. A comprehensive inventory, updated annually, is documented as an appendix in Section 8 of this Comprehensive School Safety Plan.

4.4 Emergency Drills

To ensure preparedness, emergency drills are executed and recorded in the SRVUSD shared district drill document. Site administration will be responsible for scheduling drills, with the Safety Coordinator overseeing execution, and teachers ensuring student accountability. Required drills, and their frequencies, are outlined in the below table. Post-drill debriefs and Administrative Reviews will evaluate performance, with finding used to improve future drills and enhance proficiencies throughout the site.

Drill Frequency Table:

DRILL TYPE	ELEMENTARY	MIDDLE	HIGH AND ADULT SCHOOLS
<i>Fire</i>	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per semester at minimum, including summer school.
<i>Earthquake (Drop/Cover/Hold On)</i>	Once per semester to include summer school.	Once per semester to include summer school.	Once per semester to include summer school.
<i>Lockout Take Cover or "Hold"</i>	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.
<i>Lockdown</i>	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.
<i>Shelter-in-Place</i>	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.

*An oral review of purpose and procedure may be done in lieu of actual practice.

4.4.1 Fire Drill

Signal: (Most sites) Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes.

Fire Drill Procedures:

Teachers

- Verify updated evacuation maps are posted in your classroom(s). Contact site administration if evacuation maps are missing. Maps are to be checked annually by site administration at the beginning of the fall semester.
- Familiarize yourself with the evacuation routes before the drill.
- When the signal is given, direct students to form a single line outside the classroom (double line for classes over 25 students).
- Ensure all students evacuate, take the roster, and close doors to prevent the spread of smoke or fire.
- Direct students to quietly walk in single file to the designated Assembly Area. Teachers should walk at the rear of the line.
- Direct students to form a single line in the designated Assembly Area.
- Take attendance and report discrepancies to the site administration.
- Wait for the “all clear” signal (one long, steady bell) to return quietly to your classroom in single file.

All Other Personnel: Report to Assembly Area for further instructions.

Non-Classroom Hours: During lunch or passing periods, designated staff will guide students to the designated Assembly Area using the primary evacuation routes.

Evaluation: Post-drill evaluations should measure evacuation time, attendance accuracy, and communication. It is recommended one drill per school year include San Ramon Valley Fire Protection District participation.

4.4.2 Earthquake Drill

An earthquake drill ensures maximum protection in case of earthquake or other emergency involving the risk of flying or falling debris. No advance warning or signal will be given. During practice drills, teachers should supervise students and be alert to the position of each student throughout the drill.

Signal: The signal for the drill is the following PA announcement.

“Your attention, please. As you are aware, we are experiencing an earthquake. For everyone’s protection, all students should follow drop, cover, and hold on procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions.”

Earthquake Drill Procedures

- Initiate the DROP, COVER, and HOLD ON procedures
 - o Drop to knees facing away from windows.
 - o Get under desks or tables and hold on to the furniture where possible.
 - o Fold body onto floor with arms close to knees.
 - o Place head as far as is possible between knees
 - o Cover the top of the head with hands.
 - o Stay in this position until shaking stops.
- Teachers will direct students to return to their seats.

Following an actual earthquake, students will evacuate using fire drill evacuation routes unless unsafe. Teachers will evaluate the routes for hazards before proceeding to the designated Assembly Area. In the Assembly Area, direct students to form a single line, take attendance, and await further instructions.

Non-Classroom Hours: Designated staff will direct students to move to a safe location or drop to the ground and cover their head. Once safe, designated staff will direct students to the designated Assembly Area.

Evaluation: Post-drill evaluations should assess positioning, evacuation timing (if performed), and communication.

4.4.3 Lockdown Drill

The lockdown drill prepares staff and students for an active threat near or on site, using Ride-Hide-Defend protocols.

Signal: The signal for the drill is the following PA announcement.

“Your attention please. There is a threat to your safety near the school. For everyone’s protection, go into to the nearest classroom, lock the door, and take a protected position away from doors, windows, and anything that can hurt you. Hold until further instructions.”

Lockdown Drill Procedures

Quickly determine the most reasonable way to protect your own life. Students are likely to follow the lead of teachers and administrators during an active threat situation.

1. RUN: If a safe escape path exists:

- o Have an escape route in mind and evacuate as quickly as possible
- o Leave personal belongings behind
- o Assist others, if possible, but evacuate immediately and bring students with you
- o Prevent individuals from entering any area that may lead to the threat
- o Keep your hands visible and follow the instructions of any law enforcement officers
- o Do not attempt to move wounded people

2. HIDE: If evacuation is not possible:

- o Hide in a low-visibility location (locked classroom, barricaded office, etc.)
- o Lock doors, use door wedges/portable locks, and barricade the door with heavy furniture
- o Stay away from doors and windows and remain silent.

3. DEFEND (Last resort, students included in High Schools Only): If directly confronted

- o Acting aggressively
- o Throw items (books, chairs, etc.)
- o Use improvised weapons
- o Yell
- o Fully commit to your actions to disrupt the threat

Non-Classroom Hours: In open areas (Cafeteria, playgrounds, quads, etc.) move to the nearest secure room or designated safe zone, guided by designated staff.

Evaluation: Post-drill assessments will include time needed to secure room, protocol adherence, and communication. Strong consideration should be given to coordinating one annual drill (at an age-appropriate site) with local law enforcement.

NOTE: During lockdown drills, Elementary and Middle School site focus should stay on Run and Hide concepts. Presenting the Defend concept to students should be reserved for high schools to ensure age-appropriate training protocols.

TRAINING STAFF FOR AN ACTIVE THREAT SITUATION

To best prepare your staff for an active threat situation, create an Emergency Action Plan (EAP), and conduct training exercises. Together, the EAP and training exercises will prepare your staff to effectively respond and help minimize loss of life.

Components of an Emergency Action Plan (EAP)

Create the EAP with input from several stakeholders including your human resources department, your training department (if one exists), facility owners / operators, your property manager, and local law enforcement and/or emergency responders. An effective EAP includes:

- A preferred method for reporting fires and other emergencies
- An evacuation policy and procedure
- Emergency escape procedures and route assignments (i.e., floor plans, safe areas)
- Contact information for, and responsibilities of individuals to be contacted under the EAP
- Information concerning local area hospitals (i.e., name, telephone number, and distance from your location)
- An emergency notification system to alert various parties of an emergency including: - Individuals at remote locations within premises
- o Local law enforcement
- o Local area hospitals

HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement's sole purpose upon arrival is to eliminate the threat as quickly as possible. Officers will proceed directly to the location of the threat.

- Officers may wear regular patrol uniforms or external bulletproof vests, kevlar helmets, and other tactical equipment. They may be armed with rifles, shotguns, or handguns.
- Officers will shout commands and may push individuals to the ground to get to the threat as quickly as possible.
- Until the threat is eliminated, Officers will not tend to injured students or staff.

How to react when law enforcement arrives:

- Do everything possible to remain calm
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Do not ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Information to provide to law enforcement officers:

- Location of the threat and, if shooting is involved, the number of shooters
- Physical description of suspect(s) and the type of weapon(s) involved.

4.4.4 Shelter-In-Place Drill

The Shelter-In-Place drills prepare staff and students to remain indoors during external hazards (chemical spills, air quality threats, etc.)

Signal: The signal for the "Shelter-In-Place" drill is the following PA announcement:

"Your attention, please. We have received information regarding a hazard in the community and we are instituting shelter-in-place procedures. Students and staff must remain inside, away from outside air, with windows and doors securely closed and air conditioning turned off. Cover cracks under doors or around the windows with towels and vents with posters or plastic. All students and staff outside move immediately to an inside room. Updates will follow."

Shelter-in-Place Drill Procedures:

- After the announcement has been given, all classes will remain in their rooms.
- Physical education or outdoor groups will proceed into the gym, auditorium, or multi-purpose room.
- Move students to the most protected areas in the room.
- Have students face away from windows and keep their backs toward windows.
- Close all doors and windows.
- Turn off heating or air conditioning units
- If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Cover any vents or holes with posters, paper or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
- Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

Non-Classroom Hours: Designated staff will move students to the nearest indoor location and follow the procedures outlined above.

Evaluation: Post-drill evaluations will include time required to secure room, sealing effectiveness, and communication.

5. Authorities and References

This section outlines the laws, statutes, ordinances, regulations, and formal agreements governing emergency preparedness and response. It establishes a clear succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator. The chain of command is as follows: Principal, Assistant Principal, Designated Emergency Response Coordinator.

5.1 Legal Requirements

California Senate Bill 187 (1997) - Requires a comprehensive school safety plan with strategies tailored to the needs and resources of the school. Plans must involve school and community representatives, to be updated annually, and include emergency procedures and policies.

California Education Code Sections 32280-32289 – Mandate comprehensive school safety plans addressing disaster procedures, bullying prevention, mental health support, and active shooter preparedness. Plans are to be adopted and approved annually no later than March 1 (EC 32286). Plans must include:

- Disaster and earthquake emergency procedures (EC 32282)
- Beginning in school year 2026-27, a fire safety plan (EC 32282)
- Bullying prevention and intervention policies (EC 32282.1)
- Mental Health Training for staff to recognize signs of distress (EC 32283.5)

California Education Code Section 35295-35297 – Requires schools with more than 50 students to implement an earthquake emergency procedure system, including a school building disaster plan, protective measures before, during, and after an earthquake, and annual training for students and staff.

5.2 Other Related Laws

California Education Code Section 32001 – Mandates fire alarm systems and fire drills monthly for elementary schools, four times per year for intermediate (middle) schools, and twice per year for secondary schools.

California Education Code 32040 - Requires each school to have a first aid kit.

California Government Code 3100 (Disaster Service Workers' Act) – Declares public school employees as Disaster Service Workers, who may be assigned disaster relief tasks during a declared emergency by the President, Governor, or local Mayor, until released.

California Field Act of 1933 and Education Code 17317– Specifies stricter building codes for and more frequent inspections of public school buildings. It applies to new construction of school buildings and later was amended to include mandatory retrofitting of older, existing school buildings to ensure earthquake safety.

Every Student Succeeds Act (ESSA) – Provides funding to promote safe and healthy school environments, including violence prevention and mental health programs.

California Code of Regulations Title 8 Section 3221 - sets forth the procedures for Fire Protection Systems.

Americans with Disabilities Act (ADA) – Requires emergency procedures to accommodate students and staff with disabilities, including accessible evacuation routes and communication methods.

SRVUSD policies and guidance documents regarding emergencies can be found at <https://www.srvusd.net/District/Emergency-Preparedness/>.

6. Functional Annexes

Functional annexes outline essential operational functions and the specific actions required to carry them out, regardless of the threat or hazard. These functions are described individually for clarity, but in practice, many occur simultaneously or in rapid succession. For example, during an evacuation, once students are safely outside, the process of accounting for students, staff, and visitors begins. Meanwhile, the evacuation function continues as staff or first responders work to locate and safely evacuate anyone unaccounted for, ensuring a coordinated and effective response.

Note: Only the Superintendent of the School District has the authority to cancel or close any SRVUSD school.

6.1 Notifications

Response actions should be accompanied by the following notifications:

- Call 9-1-1
- o If the incident is specific to the site, an individual(s) pre-designated by the Incident Commander (Principal) will call 911 to provide all relevant details to the emergency call taker
 - Non-Emergency Police Notification
- o San Ramon Police Department - (925) 973-2779
- o Contra Costa County Office of the Sheriff (Alamo) (925) 837-2902
- o Danville Police Department (925) 820-2144
 - District Communications and Operations 925-552-2942
 - The designated Public Information Officer will coordinate with District Communications to provide email and text notifications to parents and/or staff

6.2 Accounting for all Persons

This action ensures the whereabouts and well-being of all students, staff members and visitors are accounted for during an emergency. It prioritizes rapid and accurate reporting as one of the first tasks in any critical incident.

Note: These procedures apply to evacuations, but are adapted for lockdowns, shelter-in-place, or other scenarios where individuals remain inside. Multiple methods (student information systems, email, classroom phones, hand-collected rosters, etc.) are used to ensure reliability, with accommodations for individuals with disabilities or language barriers.

Procedures

1. Preparation:

- Teachers maintain updated class rosters, accessible in both digital and paper formats, stored in classrooms and the main office
- Visitors are tracked via sign-in/sign-out system with information including where they will be on campus
- Staff are trained annually on accounting procedures, with drills conducted in accordance with Education Code requirements

2. Evacuation Procedures:

- Teachers take rosters when evacuating and account for their designated group (students and any assigned visitors) at the assembly area.
- Teachers complete the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report, noting any discrepancies or special needs (mobility issues, etc.)
- Assembly Area Team members collect reports from teachers and deliver them to the Assembly Area Team Leader within 5 minutes or reaching the safe location.

3. Compilation and Reporting:

- The Assembly Area Team Leader compiles a master accounting report, cross-referencing rosters with attendance records and visitor logs.
- The master report is submitted to the Operations Section Chief and Incident Commander within 15 minutes of the initial accounting, with immediate notification of missing persons or injuries.
- The Incident Commander shares the report with first responders, adhering to SEMS protocols.

4. Non-Evacuation Procedures:

- Teachers account for students and assigned visitors via secure communication (email, classroom phone, etc.) and report to the Incident Commander within 10 minutes.
- Backup methods include hand-delivered rosters or visual checks, with a designated courier collecting reports at safe intervals
- Visitors are accounted for by front office staff using the visitor log

5. Contingency Plans:

- If rosters are unavailable, teachers use pre-printed class lists or memory-based headcounts, verified against student information systems.
- Backup personnel and/or support staff assuming accounting roles if teachers are unavailable

6. Documentation

- All accounting actions are logged with timestamps for post-incident review.
- Records are retained per California's record retention policies and maintain by the District.

6.3 All Clear

This action notifies staff and students that an emergency has ended and normal school operations can resume.

All Clear Procedures

1. **Announcement:** The Incident Commander (principal or designee) will make the following "All Clear" announcement on the PA system: "Attention: The emergency is over. Return to your classrooms and resume normal activities." If the PA system is unavailable, alternative methods (two-way radios, messengers, text alerts, etc.) will be used to communicate the message.
2. **Verification:** Designated staff (ICS team members) will confirm that all classrooms, buildings, and campus areas have received the "All Clear" message using a roll call or visual confirmation.
3. **Accessibility:** The "All Clear" will be communicated using visual signals or direct visual communication for individuals with hearing impairments and translated announcements for non-English speakers (if needed).
4. **Psychological Support:** If the incident was traumatic, the Incident Commander will convene the school Psychological First Aid/Crisis Team to provide immediate counseling, distribute mental health resources, and refer students or staff for further support as needed. (See Section 6.6 for additional information).
5. **Notifications:** The Incident Commander or designated Public Information Officer will notify District offices and parents with a final update on the incident and any follow-up actions.
6. **Student Support:** Teachers will facilitate age-appropriate discussions and activities to address students' fears, anxieties, or concerns guided by resources provided by the Psychological First Aid/Crisis Team.
7. **Reunification (if applicable):** If students were displaced, the Incident Commander will initiate reunification procedures as outlined in Section 6.8.
8. **Documentation and Debrief:** The Incident Commander will document the incident (timeline, outcomes, actions taken, etc.) and conduct a debrief with staff to identify lessons learned and improve future responses.

6.4 Drop, Cover, and Hold On

This action protects students and staff from flying or falling debris during emergencies such as earthquakes or explosions.

Drop, Cover, and Hold On Procedures

1. **Incident Commander Activation:** The principal or designee assumes the role of Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system: "Earthquake! Drop, cover, and hold on under a desk or away from hazards. Stay there until instructed." If the PA system is unavailable, alternate communication methods (two-way radios, messengers, text alerts, etc.) will be used. The Incident Commander should remain calm, convey reassurance, and provide clear, concise directions.
2. **Indoor Procedures:** Teachers instruct students to:
 - Drop to the floor, take cover under a sturdy desk or table, and hold onto the furniture legs.
 - Cover their head and neck with their arms
 - Stay away from windows, shelves, or objects that could fall.
3. **Outdoor Procedures:** Teachers instruct students to:
 - Drop to the ground, place their head between their knees, and cover their head and neck with their arms and hands.
 - Move away from buildings, trees, power lines, or other hazards (if possible)
4. **Accommodations for Disabilities:**

- Students unable to get under furniture (e.g., those using wheelchairs) should move to a structural corner of the room, away from windows, unsecured cabinets, shelves, or suspended objects.
- Lock wheelchair wheels and cover the head and neck with hands or available materials (e.g., a book)
- For students with cognitive or sensory disabilities, teachers or aides should provide physical guidance or simplified instructions (e.g., visual cues, pre-taught signals)

5. Safety Assessment and Evacuation:

- After the shaking stops, the Incident Commander, in consultation with maintenance staff or emergency responders, assesses the campus for structural safety and hazards (gas leaks, fire risks, etc.).
- If evacuation is necessary, the Incident Commander directs staff and students to evacuate to the designated assembly area or an alternate safe location if the designated assembly area is compromised. (See Section 6.5 for additional details)

6. All Clear (if applicable): Once the incident has concluded and (if) the campus has been determined to be safe, the Incident Commander will initiate the All Clear Procedures described in Section 6.3.

7. Documentation and Debrief: The Incident Commander will document the incident (timeline, outcomes, actions taken, etc.) and conduct a debrief with staff to identify lessons learned and improve future responses.

6.5 Evacuate Building

This action is taken when it is unsafe to remain in the building, such as during a fire, after an earthquake (following Drop, Cover, and Hold On), or any emergency where the building or its contents threaten student and staff safety.

Evacuate Building Procedures

1. Incident Commander Activation: The principal or designee assumes the role of Incident Commander and activates the school ICS team. The Incident Commander makes the following announcement on the PA system: "Evacuate now! Teachers, take students and rosters to the designated assembly area. Close classroom doors. Stay calm." If the PA system is unavailable, alternate communication methods (two-way radios, messengers, text alerts, etc.) will be used. The Incident Commander should remain calm, convey reassurance and provide clear, concise directions.
2. Evacuation Signal: The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Evacuation Process:
 - Teachers instruct students to evacuate using designated routes to the assigned Assembly Area. If primary routes are blocked, teachers use pre-identified alternative routes.
 - Teachers assist students with disabilities, ensuring those with mobility impairments use accessible routes and those with sensory or cognitive impairments receive clear, individualized guidance (buddy system, visual cues, etc.).
4. Teachers will take student rosters and any classroom emergency supplies and close classroom doors after evacuation. Assembly and Accountability:
 - In the Assembly Area, teachers take attendance and complete Missing Persons Reports for any unaccounted students, submitting reports to the Incident Commander or designated ICS team member.
 - Teachers and students remain in the Assembly Area until further instructions. If the primary Assembly Area is unsafe, the Incident Commander directs relocation to a pre-designated secondary area.
5. Notifications: The Incident Commander or Public Information Officer notifies District offices and parents via the appropriate communication platform with updates on the situation.
6. Safety Verification and All Clear: The Incident Commander, in consultation with first responders or maintenance staff, verifies the campus is safe. If a safe campus is determined, the Incident Commander will initiate the All Clear Procedures described in Section 6.3.
7. Reunification (if applicable): If students were displaced, the Incident Commander will initiate reunification procedures as outlined in Section 6.8.
8. Documentation and Debrief: The Incident Commander will document the incident (timeline, outcomes, actions taken, etc.) and conduct a debrief with staff to identify lessons learned and improve future responses.

6.6 Psychological Trauma/School Crisis

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

Examples of crises that may impact schools include:

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

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

OTHER IMPORTANT DEFINITIONS

Trauma

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

Psychological First Aid (PFA)

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

MULTI-TIERED CRISIS RESPONSE TEAM MODEL

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

A. Tier I: School Site Crisis Response

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

B. Tier II: District Crisis Response

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

Psychological Trauma/Crisis Procedures

1. As the Incident Commander, the principal or designee activates the school ICS Team, including the Psychological First Aid/Crisis Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Incident Commander will notify the District Administrator of Operations and/or Supervisor and request additional resources as necessary.
4. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident, documenting the actions of the Crisis Team.
5. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.

6. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
7. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response

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

A. Preparedness

1. Establish a school site crisis team.

School site crisis team members should be comprised of school staff, such as administrators, school psychologists, counselors and other specialized support staff. School site crisis team composition will vary by school and must be staffed by District employees only. Staff on the school site crisis team should be informed of their roles and have opportunities to participate in preparedness activities.

2. Schedule regular school site crisis team meetings. School site crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery. School site crisis team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:

- Define the roles of the school site crisis team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the school site crisis team, such as teachers, clerical, new, substitute, before and after-school staff, and volunteers).
- Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.
- Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment and reunification, utilizing the areas identified in the Safe School Plan.
- Provide/coordinate staff development and training on identified topics (e.g., Psychological First Aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and selfcare). For support with staff development and training, contact District Operations administration or Supervisor
- Develop strategies to mitigate long-term impact on student mental health, well-being and academic achievement by re-engaging students in the learning process.
- Identify school and community-based resources.

B. Response

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

1. Ensure Campus/Office Safety

- Call 911 for immediate, emergency life threatening situations.
- Call San Ramon (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) for assistance at the school site or school related activity.
- Secure site and implement lockdown, if necessary.
- Activate the ICS team, as needed.
- For assistance and consultation, contact LD Operations administration or School Mental Health, Crisis Counseling and Intervention Services at ***Updated Number Needed***.

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

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

3. Notify the appropriate groups

- District Operations Administration/Supervisor as soon as feasible.

- Administrator/designee of co-located schools.
- Administrator/designee of other school sites that could be affected by the crisis.
- Other offices, as appropriate (see the Assistance section at the end of this bulletin for a list of relevant SRVUSD offices).

4. Assess

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

- Type of incident
- Number of students and staff that might be affected
- Emotional proximity to the crisis incident, including the relationship of the involved individual(s) to the school community. The impact to the school may be affected by the degree to which the individual(s) were active in the school community.
- Physical proximity to the crisis incident
- History of other crises at the school or for those involved in the current crisis
- Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday)
- School and community resources available

5. Develop Action Plan

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

Actions may include:

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

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

Psychological First Aid: Responding to Crisis Incidents

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

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

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

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

3. CONNECT through interaction, activities and resources.

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

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

4. MODEL calm and optimistic behavior.

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

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

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

6.7 Relocation (Off-Site Evacuation)

This action is taken when remaining on campus is unsafe (damaging earthquake, hazardous materials release, etc.). It uses standardized language for clear, rapid evacuation and relocation.

Relocation Procedures

1. Incident Commander Activation: The principal or designee assumes the Incident Commander role, activates the school ICS Team, and announces on the PA system: “Evacuate to (Specific off-site location). Teachers, take rosters and emergency supplies. Students, remain with your teacher.” If the PA system is unavailable, alternate communication methods (two-way radios, messengers, text alerts, etc.) will be used to deliver instructions. The principal should remain calm, convey reassurance, and provide concise and clear directions.
2. Evacuation: The Incident Commander determines the safest pre-planned method and route (walking, school buses, etc.). Teachers and students stay together, proceeding orderly and leaving non-essential belongings behind if immediate off-site relocation is required. Off-site locations are indicated on the Vicinity Map in the Safe School Plan.
3. Relocation: Teachers take student rosters and classroom emergency supplies, leading classes to the announced location for immediate headcount using standardized attendance forms. Teachers will report to the Incident Commander or designee accounts of any missing students.
4. Safe Assembly Site: Once assembled off-site, teachers and students remain in place, maintaining accountability, until further instructions are given from the Incident Commander or first responders.
5. Notifications: The Incident Commander will make appropriate notifications to the District, parents (via proper communication platforms), and prepares for Reunification procedures as outlined in Section 6.8.
6. Safe Return to Campus/Reunification: Upon clearance from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Reunification procedures from the off-site location.
7. All Clear: Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate All Clear Procedures describe in Section 6.3.
8. Documentation and Debrief: The Incident Commander will document the incident (timeline, outcomes, actions taken, etc.) and conduct a debrief with staff to identify lessons learned and improve future responses.

6.8 Reunification

The Student Reunification Process ensures the safe, orderly, and documented reunification of students with their parents/guardians following a critical incident or disaster (fire, natural disaster, violence, school bus accident, etc.) that prevents normal dismissal.

Reunification Procedures

1. Activation and Command:

- The Incident Commander or designee will assess the situation and activate reunification procedures, determining whether reunification will occur on-site or at a pre-identified off-site location.
- The Incident Commander will notify staff and parents/guardians of the reunification process via multiple communication channels (text alerts, email, school website, local media, etc.), as outlined in the school’s communication plan.
-

2. Setup and Roles:

- The Incident Commander will direct the Reunification Team to set up the reunification site, ensuring clear signage for Parent Check-in and Student Release areas, with separate paths to avoid congestion.
- A Greeter will stationed at the entrance to welcome parents/guardians, provide instructions, and direct them to the Parent Check-in area. The Greeter will maintain a calm and reassuring presence.

- The Parent Check-In Team will:
 - o Verify parent/guardian identification against student emergency contact records
 - o Provide a standardized Reunification Card for parents/guardians to complete, including student name, grade, and authorized pick-up information.
 - o Accommodate language barriers by providing translation services or multilingual forms, as needed.
 - The Student Release Team will:
 - o Verify parent/guardian identity and Reunification Card details before releasing students
 - o Record the release time, student name, and receiving adult on a Student Release Log for accountability.
 - o Ensure students with special needs are supported (mobility assistance, sensory considerations, etc.) during escort to the Student Release area.
3. Controlled Access:
- The Parent Check-In and Student Release areas will remain secured (locked gates, monitored entry points, etc.) when not actively processing reunifications to prevent unauthorized access.
 - Message runners or secure communication tools (radios, etc.) will relay Reunification Cards from the Parent Check-In Team to the Assembly Area Team, who will locate and escort students to the Student Release Area.
4. Psychological First Aid/Crisis Team:
- The Psychological First Aid/Crisis Team will be available at the Student Release area to support parents/guardians and students, particularly in cases where a student is injured, missing, or unavailable.
 - If a student cannot be reunited (due to injury or other circumstances), a Psychological First Aid/Crisis Team member will escort the parent/guardian to a private, secluded area, inform them of the situation, and provide ongoing support.
5. Crowd and Traffic Management:
- Additional emergency team members will assist with crowd control, traffic management, and providing updates to parents/guardians to maintain order and reduce anxiety.
 - Clear signage and designated parking areas will guide parents to the reunification site, with local law enforcement support if needed.
6. Special Considerations:
- The Reunification Team will ensure accommodations for students with special needs, including physical, sensory, or cognitive support as outlined in their Individualized Education Plans (IEPS).
7. Off-Site Reunifications:
- If the school is unsafe or inaccessible, reunification will occur at the pre-designated off-site location. The Incident Commander will coordinate with local authorities to transport students and staff to the alternate site.
 - The same Student Reunification Procedures (Parent Check-In, Student Release, Reunification Cards) will apply at the off-site location.
8. Post-Reunification Documentation and Debrief:
- The Incident Commander will ensure all students are accounted for using the Student Release Log and emergency contact records.
 - The Incident Commander will document the incident (timeline, outcomes, actions taken, etc.) and conduct a debrief with staff to identify lessons learned and improve future responses.

6.9 Threat Assessment and Response to Threats to Others

This section outlines procedures for assessing and responding to threats directed at individuals, groups, or the entire school community. Threats may be direct, indirect, verbal, non-verbal, written, or electronic and may target students, staff, or the broader school community. The goal is to ensure a safe educational environment while adhering to California Education Code, Family Educational Rights and Privacy Act (FERPA), and applicable state and federal guidelines.

Emergency Contacts:

Immediate Emergency: Call 911 during life-threatening situations.

School Mental Health Crisis Counseling and Intervention Services: Contact the Special Education Office at 925-552-2988 (Monday–Friday, 8:00 AM–4:30 PM).

After-Hours Support:

Local law enforcement:

- Danville Police Department: 925-314-3700
- San Ramon Police Department: 925-973-2779
- Contra Costa County Office of the Sheriff (Alamo): 925-837-2902

Contra Costa Crisis Center: Call 211 or (800) 830-5380

A3 Crisis Response: Call (844) 844-5544

All staff must complete annual threat assessment training via the District’s Learning Zone (Courses: STEPS 208 and 408). Additional training and school safety and violence prevention resources are available through the California Department of Education’s Safe Schools website (<https://www.cde.ca.gov/ls/ss/vp/ssresources.asp>).

Protocol for Responding to School Violence and Threats

The following procedures guide administrator/designee in responding to reports of violence or threats at schools, District activities, or areas within the District’s jurisdiction. The urgency of the situation will dictate the order and applicability of steps outlined below. All actions must comply with the applicable California Education Codes and Welfare and Institution Codes associated with child welfare and mental health.

A. Secure Campus/Office Safety

1. Call 911 for emergency life threatening situations.
2. Contact local law enforcement for non-emergency assistance at the school site or school-related activity.
 - Danville Police Department (925) 314-3700
 - San Ramon Police Department (925) 973-2700
 - Contra Costa County Office of the Sheriff (Alamo) (925) 837-2902
3. Secure site and implement lockdown, shelter-in-place, or evacuation protocols, as needed.
4. Warn the intended victim(s) and take reasonable steps to ensure their safety in the educational setting. If the targeted individual is a student, notify their parent/guardian as required by the California Education Code.
5. Consult School Mental Health, Crisis Counseling and Intervention Services at 925- 552-2988 for guidance.

B. Notify

1. Inform District Operations staff immediately.
2. Notify other relevant offices as listed in Attachment H (Resource List), including the Student Discipline and Expulsion Support Unit.
3. If the student has an individualized Education Program (IEP) or 504 Plan, notify the Special Education Department to ensure compliance with regulations.

C. Investigate

Prior to convening the threat assessment team, designated staff (School Administrator, Counselor, etc.) must gather background information while protecting student privacy in accordance with Federal and state Regulations. Information to collect includes:

- Student information (e.g., name, date of birth, address)
- Emergency contact and health care provider information
- Attendance and discipline records, including prior incidents related to the present situation.
- Student cumulative records, including Individualized Education Program (IEP), psycho-educational assessment, prior school records
- Student health information, including self-injurious behavior and/or suicidal ideation
- Relevant digital evidence (emails, social media posts, search history on District computers, etc.) and physical evidence (writings, drawings, etc.), obtained through administrative searches only if reasonable suspicion exists.
- Witness statements from students, staff, or others.
- Family situation and stressors (divorce, death, economic, etc.)
- Triggering events or personal stressors (mental/physical health, bullying, relationship problems, etc.)
- Access to weapons or means to carry out the threat or continued violence.

The privacy of all students should be protected at ALL times and in accordance with all applicable laws. Only disclose information on a need to know basis. Maintain confidentiality of all records.

D. Convene a Multi-Disciplinary Threat Assessment Team

The multi-disciplinary team must include, at a minimum:

- School Administrator

- Mental Health Professional (School Psychologist, Psychiatric Social Worker, etc.)
- Local Law Enforcement (when appropriate)
- Other relevant staff (School Counselor, Special Education Coordinator, etc.)

The student making the threat, the targeted individual(s), or witness(es) must not participate in the threat assessment team meeting. The team's responsibilities include:

- Communication: Coordinate and document all actions, let by the administrator/designee.
- Collaboration: Engage with external agencies (law enforcement, community mental health, child protective services, etc.) as needed.
- Coordination: Align interventions with District policies and state/federal guidelines.

Confidentiality: Share information only with authorized personnel on a need-to-know basis in accordance with California Education Code and legal guidelines.

E. Assess Risk to Self or Others

1. A designated team member (administrator, designee, mental health professional, etc.) will meet with the student to complete a risk assessment using the District's School Violence Risk Assessment Checklist and Suicide Risk Assessment Checklist. The questions should not be read to the student but be used as a guide while assessing the student.

2. The multi-disciplinary threat assessment team will classify the level of risk by reviewing the School Violence Risk Assessment Checklist and the Suicide Risk Assessment Checklist, as needed:

- Low Risk - Does not pose imminent danger to self or others; insufficient evidence of violence potential.
- Moderate Risk - May pose potential danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm. Requires monitoring and intervention.
- High Risk - Poses imminent danger to self or others with a viable plan to do harm and evidence of intent. Exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate law enforcement action or hospitalization.

3. Use trauma-informed and culturally response approaches during assessments, per California Department of Education guidelines.

F. Suspected Child Abuse

If child abuse is suspected or notifying parents may escalate risk, report the incident to Contra Costa County Children and Family Services (CFS) at (877) 881-1116, as required by the California Penal Code. Document the report and follow CFS guidelines.

G. Develop an Action Plan

The threat assessment team will develop a documented action plan based on the risk level, managed by the school administrator/designee. Actions may include:

- Contact and/or apprehension of the student(s) who initiated the threat, in coordination with law enforcement if necessary.
- Removal of the student from school premises.
- Conference with student(s) and his/her parent(s)/guardian(s) to discuss interventions, including mental health services, restorative practices, or disciplinary measures (suspension, change of school, etc.)
- Address potential triggers (bullying, interpersonal conflicts, etc.) through school-based or community resources.
- Warn and protect targeted individual(s), including notifying parents/guardians of student victims.
- Design a support plan for the targeted individual(s) and/or student who initiated threat, if appropriate.
- Pursue a restraining order if warranted, in accordance with the California Penal Code.
- Monitor progress to ensure school safety, with regular check-ins by the school administrator or designee.

H. Additional Actions

Additional interventions may be required if the behavior falls under any of the following categories:

1. Criminal Threat (bodily harm or an immediate physical threat)

- Call local law enforcement immediately.
- Warn the targeted individual(s) and their parent/guardian of the threat.
- Take reasonable steps to protect the targeted individual(s) while attending school or a school related activity/event.
- Notify the District's Student Discipline and Expulsion Support Unit.

2. Disciplinary Action

- Contact Student Discipline and Expulsion Support Unit to discuss procedures for discipline and/or intervention.
- If the student has an IEP, consult the appropriate staff from the Division of Special Education.

3. Mental Health Evaluation

- For students who exhibit severe mental health concerns (homicidal or suicidal ideations), use Attachments B and C to assess risk.
- If moderate or high risk, call 911, Contra Costa County Mental Health Crisis Services, or local law enforcement
- Supervise and monitor the student until assistance arrives.
- District employees must not transport students exhibiting these behaviors.
- Contact law enforcement and request a welfare check if needed.

I. Student Re-entry Guidelines

1. Students returning from hospitalization (psychiatric, substance abuse treatment, etc.), must provide written medical clearance from the health care provider (see Medical Clearance for Return to School).
2. Convene a re-entry meeting with key staff, parents/guardians, and student to ensure a successful transition, using the Student Re-entry Guidelines Checklist.
3. Assess eligibility for special education if behavioral and emotional needs impact educational access.
4. For student transferring schools, communicate with the receiving school to ensure the continuity of support services.

J. Provide Resources

1. Refer students to School Mental Health, community providers, or their health care professionals for mental/physical health support.
2. Provide information for the National Suicide Prevention Lifeline, Contra Costa Crisis Center, and A3 Crisis Response for students at risk of self-harm.
3. Share Attachment H (Resource List) with parents/guardians and staff.

K. Monitor and Manage

1. The administrator/designee will monitor until the threat is resolved, ensuring no ongoing risk to self or others.
2. Maintain communication with relevant parties on a need-to-know basis as required by law.

L. Document All Actions

1. Complete an incident report for each case, documenting all actions taken.
2. Notes from threat assessment meetings are confidential and for use by SRV Unified School District attorneys only. No copies of the notes shall be furnished to anyone including employees, students, or parents without permission from the Office of General Counsel. Use Attachment G (Inter-office Correspondence) for documentation.
3. Store all records in a confidential file separate from the student's cumulative records in accordance with the appropriate legal requirements.

7. Threat and Hazard-Specific Annexes

7. Threat and Hazard-Specific Annexes

The threat- and hazard-specific annexes outline targeted courses of action for distinct threats and hazards identified in the school's risk assessment. These annexes focus on unique response strategies, avoiding duplication of measure covered in the functional annexes (Section 6). When developing these plans, teams must account for relevant federal, state, and local regulations or mandates specific to each threat or hazard.

7.1 Active Shooter/Armed Assailant

An active shooter or armed assailant incident involves one or more individuals on or near school grounds armed with a weapon (firearm, knife, etc.) who pose an immediate threat by killing, wounding, or actively seeking to harm others. This section outlines procedures for lockdown, rapid relocation, and recovery.

7.1.1 Active Shooter/Armed Assailant Procedures

IMMEDIATE RESPONSE

- **Initial lockdown:** Upon hearing gunfire, witnessing an armed assailant, or receiving a credible threat, any staff member may announce a lockdown via intercom, radio, or other communication system. The principal or designee assumes the role of Incident Commander.
- **Notify Authorities:** The Incident Commander (principal/designee) calls 911 immediately, providing the school's address, exact location of the incident, and description of the assailant(s). If safe, designate a staff member to stay on the line with police dispatch. Notify any on-campus law enforcement officer.
- **Activate Incident Command System (ICS):** The Incident Commander activates the ICS Team to coordinate response efforts, including communication, operations, and logistics.

STAFF AND STUDENT ACTIONS

- **Lockdown Actions:**
- **Locks:** Secure all doors, barricade if possible
- **Lights:** Turn off lights and cover windows
- **Out of Sight:** Move students/staff out of sight, maintain silence, and avoid doorways
- **Ensure accommodations for students/staff with disabilities** (mobility aids, visual/auditory cues, etc.)
- **Dynamic Decision-Making:**
- **Run:** If safe, evacuate to a pre-designated offsite relocation point (See Section 7.1.2). Use safe routes, avoiding the assailants path.
- **Hide:** If evacuation is unsafe, remain in lockdown, barricading and preparing to defend if necessary.
- **Defend:** As a last resort, prepare to counter the assailant using improvised tools or distractions.
- **Inform:** The Incident Commander or designee provides real-time updates via intercom, mass notification platforms, or radios to guide staff/students on the assailant's location and safe actions.

INCIDENT COMMAND TEAM RESPONSIBILITIES:

Planning and Intelligence Team Leader:

- Notify the San Ramon Valley USD district office and request assistance (Crisis Team, transportation, etc.).
- Prepare a brief, multilingual message for parents/guardians, sent via district communication systems.
- Maintain communication with classrooms using phones, email, or radios to provide updates.

Operations Team Leader:

- Secure perimeter gates and ensure all students, staff and visitors are behind locked doors.
- Account for all students/staff using updated rosters; report missing, injured, or extra persons to the Incident Command.
- Make regular announcements (if safe) to calm students and maintain order.
- First Aid/Medical Team coordinate with First Responders to treat injured individuals.
- Maintain a verified list of wounded, including their transport locations, and notify parents via the Crisis Team.

7.1.2 Rapid Relocation Procedures

If the Incident Commander determines that students/staff are in imminent danger and evacuation is safer than remaining in lockdown, initiate Rapid Relocation:

Incident Commander:

- Direct staff to evacuate to a pre-identified offsite relocation point using safe routes. Ensure accommodations for students/staff with disabilities (accessible transport, etc.).
- Notify 911 and local law enforcement (San Ramon PD (925-973-2779), Alamo (CCC Sheriff, 925-837-2902), or Danville PD (925-314-3700) of the evacuation and destination. Provide updates on any missing students/staff.
- Establish a perimeter at the relocation point, separating school personnel from others, and re-establish ICS Teams.

Local Law Enforcement:

- Assign an officer to the relocation point to support the Incident Commander and maintain security.
- Coordinate with the municipal Incident Command Post to gather intelligence and assess ongoing threats.
- Assist in location and reuniting separated students/staff with the school population.

District Operations Coordinator:

- Dispatch the Psychological Aid/Crisis Team to the relocation point for support.
- Arrange transportation to a secondary school (if needed).
- Send out a multilingual parent notification with reunification details and establish a safe parent staging area.
- Coordinate reunification using district protocols (I.D. verification, sign-out logs, etc.).

7.1.3 Training and Prevention

Training: Conduct annual staff training and student drills, including tabletop exercises and simulations (age appropriate) coordinated with local law enforcement.

Threat Assessment: Maintain a school threat assessment team to identify and address concerning behaviors, per California Department of Education violence prevention guidelines.

Drills: Schedule at least one active shooter/armed assailant drill annually, ensuring accommodations for diverse needs and debriefing with staff and students post-drill.

7.1.4 Recovery and Post-incident Action

Crisis support: Deploy the Psychological First Aid/Crisis Team to provide trauma-informed support to students, staff, and families, coordinating with community mental health resources.

Reunification: Implement district reunification protocols, ensuring bilingual staff and accessibility for all families.

After-Action Review: Conduct a debrief with staff, law enforcement, and district leadership to evaluate response effectiveness and update the plan as needed.

Media: Direct all media inquiries to the District's Public Information Officer

All Clear: The Incident Commander, in consultation with law enforcement, will issue the "All Clear" when the campus is safe, followed by a staff debrief.

7.2 Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. Aircraft crashes may involve additional hazards such as debris, fire, or explosions, while vehicle crashes could include traffic disruptions or spills. If a crash results in a fuel or chemical spill on school property, refer to Biochemical/Hazardous Materials as needed. Staff discover a crash should immediately notify the office and remain at a safe distance until help arrives.

Aircraft/Vehicle Crash Procedures

- The principal or designee acts as the Incident Commander, activates the ICS Team, and initiates appropriate Immediate Response Actions, if needed, based on the location:
- If indoors: Drop, Cover and Hold On
- If outdoors: Move away from buildings, poles, wires, debris, and other hazards.

Additional actions may include Shelter-in-Place, Evacuate Building or Relocation. The Incident Commander will assess the situation for ongoing threats like fire or spills.

- If the Incident Commander issues the evacuate building action, staff and students will evacuate using prescribed routes or other

safe routes to the Assembly Area. Accommodations will be made for students and staff with disabilities (mobility aids, buddies, etc.)

- In the event of an evacuation, teachers will bring their student roster, emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing, injured, or extra students.
- The Incident Commander will call 911 and the appropriate law enforcement: San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902) or Danville PD (925-314-3700). Provide the exact location (e.g., building or area), nature of emergency, and any hazards (fuel spill, etc.).
- If on school property, the Security/Utilities Team will secure the crash area using barriers or tape to prevent unauthorized access. Avoid approaching the site until cleared by first responders. If the crash results in a fuel or chemical spill on school property, refer to Utility Failure and shut off utilities (gas, water, electricity) if safe to do so.
- If needed, the Incident Commander will direct the Fire Suppression/HazMat Team to organize fire suppression activities only if staff are trained, equipped, and it is safe (using extinguishers for small fires, etc.). Cease activities upon Fire Department arrival.
- The First Aid/Medical Team will check for injuries, provide appropriate first aid, and triage as needed. Report serious injuries to 911 immediately.
- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident. A District representative will contact the Office of Communications to handle media inquiries and provide accurate updates. Do not allow media on site if it interferes with operations.
- Any affected areas will not be reopened until the Contra Costa County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen.
- The Psychological First Aid/Crisis Team will convene onsite to provide counseling, trauma support, and recovery resources for students and staff as appropriate.
- If it is unsafe to remain on campus, the Incident Commander will initiate an Off-Site Relocation, coordinating transportation and notifying the district.
- The Incident Commander will notify and update parents/guardians as soon as possible via district messaging systems (constant contact, etc.) with details on the situation, student safety, and any relocation.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident including timelines, actions taken, and agency interactions.
- Once the incident has concluded and the campus is safe, the Incident Commander will initiate the All Clear action and conduct a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed

7.3 Animal Disturbance

This procedure addresses the presence of a dangerous animal (aggressive dog, coyote, mountain lion, or other wild or domestic animal) on or near school property that threatens the safety of students and staff. It aligns with SEMS and NIMS. Staff discovering an animal should immediately notify the office and maintain a safe distance until help arrives.

Animal Disturbance Procedures

- The principal or designee becomes the Incident Commander, activates the ICS Team, and initiates appropriate Immediate Response Actions based on the animal's location and behavior:
- If the animal is outside: Implement Shelter-in-Place or Lockdown to keep students/staff indoors.
- If the animal is indoors: Evacuate building to a safe outdoor Assembly Area away from the animal.
- Assess ongoing risks (aggression, multiple animals, etc.) before proceeding.
- Upon discovery, staff will report the animal to the Incident Commander and avoid direct interaction unless trained and safe. To isolate the animal:
 - If outside, keep students indoors, close exterior doors/windows, and lock gates if feasible.
 - If inside, evacuate students/staff to an outdoor safe area and secure interior doors to contain the animal.
 - Only trained personnel should attempt to isolate the animal, using barriers.
- If the animal poses an immediate threat or cannot be contained, the Incident Commander will call 911 and appropriate agencies:
- Local law enforcement: San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902), or Danville PD (925-314-3700)
- Contra Costa Animal Services (925-608-8400)
- For wild animals (mountain lions, bobcats, etc.), contact California Department of Fish and Wildlife, Bay Delta Region (707-428-2002) if required.
- Provide the animal's location, description, and nature of emergency.
- If a student or staff member is injured, the school nurse or First Aid/Medical Team will:
 - Provide immediate first aid and triage, ensuring accessibility for individuals with disabilities.
- Call 911 for serious injuries and notify parents/guardians of affected individuals promptly.
- If conditions remain unsafe (aggressive animal not contained), the Incident Commander will initiate an off-site relocation, coordinate transportation and notifying the district.

- The Incident Commander will notify parents/guardians as soon as possible via district communication with details on the situation, student safety, and any response actions.
- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate with the Public Information Officer to manage media inquiries.
- The Security/Utilities Team will secure affected areas (closing additional windows/door) to prevent animal entry or further disruption, as safe to do so.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident in the school's reporting system, including timelines, actions taken, and any wildlife agency reports.
- The Psychological First Aid/Crisis Team will provide trauma-informed counseling and support as needed.
- Once the incident has concluded and the campus is safe, the Incident Commander will initiate the All Clear action and conduct a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.

7.4 Biochemical/Hazardous Materials

This procedure addresses the discharge of a biological or chemical substance (solid, liquid, or gas) on or near school property, such as chemical spills in a school laboratory, an overturned truck with hazardous materials, or an explosion at a nearby oil refinery or other chemical plant. It aligns with SEMS and NIMS. Staff discovering a suspected release should immediately notify the office and maintain a safe distance. Indicators of a release include:

- Multiple victims with watery eyes, twitching, choking, loss of coordination, or trouble breathing
- Unusual odors, clouds, or mists. Distressed animals, dead birds, or visible chemical residue.

There are three sub-categories for biochemical releases. Determine the applicable category and implement the procedures below.

7.4.1 Substance Released Inside a Room or Building Procedures

- The principal or designee becomes the Incident Commander, activates the ICS Team, and initiates the Evacuate Building action.
- Assess the release (location, visible signs, symptoms, etc.) to determine risks.
- Use designated or alternate safe routes to an upwind Assembly Area, ensuring accessibility for students/staff with disabilities (mobility aids, sign language support, etc.).
- Isolate students and staff from exposed rooms to prevent cross-contamination.
- The Incident Commander will call 911 and appropriate agencies:
- Local law enforcement: San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902), or Danville PD (925-314-3700).
- Provide the exact location, nature of the substance (if known), and observed symptoms.
- The Incident Commander will notify the District Administrator or Operations and/or Operations Coordinator. A District representative will coordinate with the Office of Communications to manage media inquiries.
- The Security/Utilities Team will:
- Isolate contaminated areas using barriers or tape, restricting access.
- Turn off local fans, close windows and doors, and shut down the building's air handling system, gas, and water utilities if safe.
- Persons exposed to hazardous substances will:
- Wash affected areas with soap and water; do not use bleach or disinfectants on skin.
- Remove and contain contaminated clothes in plastic bags, avoiding cross-contamination.
- The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
- The Incident Commander will notify and update parents via district messaging systems with details on the incident, student safety, and response actions.
- The Psychological First Aid/Crisis Team will convene on-site to provide trauma-informed counseling and recovery support.
- Affected areas will remain closed until the Contra Costa County HazMat or appropriate agency provides clearance and the Incident Commander authorizes reopening.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions, and agency interactions, and complete the Biological and Chemical Release Response Checklist. Report to relevant agencies (EPA, Contra Costa County Health Department, etc.) if required.
- Once the incident has concluded and the campus is safe, the Incident Commander will initiate the All Clear action and conduct a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.

7.4.2 Substance Released Outdoors and Localized Procedures

- The principal or designee becomes the Incident Commander, activates the ICS Team, and directs staff to move students from the affected areas to an upwind safe zone:
- Assess the release (visible clouds, odors, symptoms, etc.) to determine risks.
- Initiate Shelter-in-Place or Evacuate Building as needed, ensuring accessibility for students/staff with disabilities.
- The Security/Utilities Team will:
 - Establish a safe perimeter around the affected area using barriers or tape, preventing reentry.
- Turn off local fans, close windows/doors, and shut down the air handling systems, gas, and water utilities in affected buildings if safe.
- The Incident Commander will call 911 and appropriate agencies:
- Local law enforcement: San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902) or Danville PD (925-314-3700).
 - Provide the exact location, nature of the substance (if known), and observed symptoms.
- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
- Persons exposed to hazardous substances will:
 - Wash affected areas with soap and water. Do not use bleach or other disinfectants on skin.
 - Remove and contain contaminated clothes in plastic bags.
 - Be isolated, with the First Aid/Medical Team providing triage and medical evaluation, ensuring accessibility.
- The Assembly Area Team will compile a list of individuals in contaminated areas, noting those with direct contact, and provide it to the Incident Commander and First Responders.
 - The Incident Commander will notify parents/guardians via district messaging systems with incident details and safety updates.
 - The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions, and complete the Biological and Chemical Release Response Checklist. Report to relevant agencies (EPA, Contra Costa County Health Department, etc.) if required.
 - The Psychological First Aid/Crisis Team will provide trauma-informed counseling and recovery support.
 - Affected areas will remain closed until Contra Costa County HazMat or the appropriate agency provides clearance and the Incident Commander authorizes reopening.
- Once the incident has concluded and the campus is safe, the Incident Commander will initiate the All Clear action and conduct a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.

7.4.3 Substance Released in Surrounding Community Procedures

- The principal or designee becomes the Incident Commander, activates the ICS Team, and initiates Shelter-in-Place if they or local authorities confirm a potentially toxic airborne substance:
- Follow all Shelter-in-Place procedures, sealing windows/doors and disabling air systems
 - Ensure Accommodations for students/staff with disabilities (sensory-friendly spaces, mobility support, etc.).
- The Incident Commander will monitor updates via local news, county emergency alerts, or official notifications from local first responders for incident details.
- The Incident Commander will notify the District Administrator and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
 - The Incident Commander will notify parents/guardians via district messaging systems with incident details and safety updates.
- The Incident Commander, if necessary, will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions, and complete the Biological and Chemical Release Response Checklist. Report to relevant agencies (EPA, Contra Costa County Health Department, etc.) if required.
- If needed, The Psychological First Aid/Crisis Team will provide trauma-informed counseling and recovery support.
 - The school will remain in Shelter-in-Place until Contra Costa County HazMat or appropriate agency provides clearance, or the Incident Commander is notified otherwise.
 - Once the incident has concluded and the campus is safe, the Incident Commander will initiate the All Clear action and conduct a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.

7.5 Bomb Threat/Suspicious Package

This process addresses a bomb threat received via telephone or the discovery of a suspicious package on or near campus grounds that may pose a risk of explosion. It aligns with SEMS and NIMS protocols. Staff receiving a threat or discovering a package should immediately notify the office, avoid handling the object, and maintain a safe distance. The Incident Commander will assess the

threat's credibility (specificity, caller demeanor, etc.) in consultation with local law enforcement.

7.5.1 Bomb Threat by Telephone Procedures

- The call taker will:
- Keep the caller on the line as long as possible, using the Bomb Threat Form to record details.
- Alert another staff member to call 911, providing:
 - Nature of the threat.
- Name of school and address.
 - Phone number receiving the threat.
 - Call taker's name and contact information.
 - The call taker will immediately inform the principal or designee and complete the Bomb Threat Form, noting:
 - Where is the bomb (building, location)?
 - When is it going to explode?
 - What kind of bomb is it?
 - What does it look like?
 - Who set the bomb?
 - Why was the bomb set?
 - What can we do to prevent the bomb from exploding?
 - What is your name?
 - How old are you?
 - Where do you live?
- How can you be contacted?
- Caller Characteristics: gender, age, slurred/impaired speech, recorded/disguised voice, familiarity, irrational/incoherent behavior.
 - Background noise: office, outdoors, traffic, other sounds.
- The principal or designee becomes the Incident Commander, activates the ICS Team, and calls local law enforcement: San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902), or Danville PD (925-314-3700).
- Provide threat details and Bomb Threat Form information.
- Consult law enforcement to assess threat credibility and determine Immediate Response Actions (Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation).
- If directed by law enforcement to search for suspicious objects, the Security Team will:
- Turn off all cell phones and hand-held radios to avoid triggering devices via radio frequencies.
- Secure areas with barriers or tape without touching objects.
- Report finding to the Incident Commander immediately, avoiding any interaction with suspicious items.
- The Incident Commander will notify the District Administrator and/or Operations Coordinator of the incident. A District representative will coordinate media inquiries via the Office of Communications.
- If a suspicious object is found or Law Enforcement advises, the Incident Commander will initiate the Evacuate Building action:
 - Staff and students will use safe routes avoiding the threat area, ensuring accessibility for students/staff with disabilities (mobility aids, sign language support, etc.).
- Teachers will bring student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
- The Security/Utilities Team will shut off utilities (gas, electricity, etc.) if an explosion risk is suspected, as safe to do so.
- The Incident Commander will notify parents/guardians via district messaging systems with incident details and safety updates.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions, and complete the Bomb Threat Report. Report to relevant agencies (ATF, local authorities, etc.) if required.
- The Psychological First Aid/Crisis Team will convene on-site to provide trauma-informed counseling and recovery support.
- The Incident Commander may initiate an Off-site Relocation if conditions remain unsafe, coordinating transportation, and notifying the district.
- Affected areas will remain closed until law enforcement or bomb squad authorities provide clearance, the Incident Commander authorizes reopening, and initiates the All Clear action.
- The Incident Commander will conduct a debrief with staff to review the response, identify lessons learned, and update the safety plan as needed.

7.5.2 Suspicious Package Procedures

- Staff discovering a suspicious package will immediately notify the principal or designee, avoid touching the object, and maintain a safe distance.

- The principal or designee becomes the Incident Commander, activates the ICS Team, and directs the Security Team to:
- Secure the immediate area using barriers or tape without disturbing the object.
- Turn off cell phones and hand-held radios to avoid triggering devices via radio frequencies.
- The Incident Commander will call 911 and local law enforcement: San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902) or Danville PD (925-314-3700).
- Provide the package's exact location (building, room, area, etc.) and description of the suspicious package.
- The Incident Commander will notify the District Administrator and/or Operations Coordinator of the incident. A District representative will coordinate media inquiries via the Office of Communications.
- The Incident Commander will consult with Law Enforcement and determine Immediate Response Actions (Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation, etc.).
- If Evacuate Building is initiated:
- Staff and students will use safe routes avoiding the package location, ensuring accessibility for students/staff with disabilities (mobility aids, sign language support, etc.)
- Teachers will bring student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
- The Security/Utilities Team will shut off utilities (gas, electricity, etc.) if an explosion risk is suspected, as safe to do so.
- The Incident Commander will notify parents/guardians via district messaging systems with incident details and safety updates.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions, and complete the Bomb Threat Report. Report to relevant agencies (ATF, local authorities, etc.) if required.
- The Psychological First Aid/Crisis Team will convene on-site to provide trauma-informed counseling and recovery support.
- The Incident Commander may initiate an Off-site Relocation if conditions remain unsafe, coordinating transportation, and notifying the district.
- Affected areas will remain closed until law enforcement or bomb squad authorities provide clearance, the Incident Commander authorizes reopening and initiates the All Clear action.
- The Incident Commander will conduct a debrief with staff to review the response, identify lessons learned, and update the safety plan as needed.

7.6 Bus Disaster

These procedures are for use by bus drivers, attendants (if present), and school administrators in the event of an earthquake, serious bus accident, flood/flash flood, fire, medical emergency, threat on the bus, or other disaster that occurs while students are on a school bus during a field trip or being transport to/from school. Drivers must be trained annually in emergency evacuations, first aid, and safe driving per SB 88 requirements. Buses must be equipped with a fire extinguisher, first aid kit (including AED if available), and communication devices (e.g., radio, cell phone with GPS). If there are no students on the bus, drivers should report to Bus Dispatch by radio or call 925-824-1832. Drivers must never leave students unattended and should account for all students and staff throughout the emergency. Post-incident, the Bus Supervisor will open a report, conduct a debrief, and update the plan as needed.

7.6.1 Bus Earthquake Procedures

- The driver will initiate the Drop, Cover, Hold On action for all persons on the bus, assigning older responsible students as assistants to help with exits if possible.
- The driver will stop the bus in a safe location away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other hazards.
- The driver will secure the bus: place in Park/Neutral, set emergency brake, turn off ignition, activate hazard lights, and remove key.
- If evacuation is needed (e.g., due to fire risk or unstable position), the driver will order an orderly exit using emergency doors/windows, assisting students with disabilities first. Lead students to a safe assembly point at least 100 feet off the road, upwind if applicable, and away from danger zones (12 feet around the bus).
- The driver will check for injuries and provide first aid (including CPR/AED for cardiac arrest) and monitor for medical emergencies.
- The driver will contact the school principal or designee and bus supervisor via radio/cell phone to report location (using GPS if available), condition of students, and bus status.
- The principal or designee will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
- The principal or designee will notify and update parents/guardians via district communication systems.
- If instructed to continue, the driver will:
- If enroute to school, continue to pick up students if safe.
- If dropping off, do so only if a responsible adult is present; otherwise, proceed to the nearest designated shelter indicated

on the route map, notify the principal, and remain with students until further instructions.

- In all cases, avoid crossing potentially damaged bridges, overpasses, or tunnels.
- Account for all students and staff; do not move injured students unless imminent danger exists.

7.6.2 Bus Flood/Flash Flood Procedures

- The driver will NOT drive through flooded streets/roads or areas prone to flash floods.
- The driver will take an alternate route or wait for public safety personnel to confirm safety.
- If the bus is disabled in rising water, evaluate evacuation: secure the bus, assign student assistants, and lead to higher ground at least 100 feet away, prioritizing students with disabilities.
- The driver will check for injuries, provide first aid (including CPR/AED for cardiac arrest), and monitor for medical emergencies.
- The driver will contact the school principal or designee and bus supervisor to report location and conditions.
- The principal or designee will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
- The principal or designee will notify and update parents/guardians via district communication systems.
- In all cases, avoid damaged bridges or overpasses.
- Account for all students and staff throughout the emergency.

7.6.3 Serious Bus Crash or Bus Fire Procedures

- The driver will park the bus in a safe location away from traffic and hazards.
- The driver will secure the bus: set the emergency brake, turn off the ignition, active hazard lights, and remove key.
- If fire is present or imminent, initiate immediate Evacuation: assign student assistants to exits, use emergency doors/windows, assist students with disabilities, and lead to a safe point at least 100 feet off the road, upwind from fire/smoke.
- The driver will check for injuries, provide first aid (including CPR/AED for cardiac arrest) and monitor for medical emergencies.
- The driver will call 911 and local law enforcement, San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902) or Danville PD (925-314-3700), and provide exact location and details; wait for emergency responders.
- The driver will contact the school principal or designee and bus supervisor to report location and condition.
- The principal or designee will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
- The principal or designee will notify and update parents/guardians via district communication systems.
- The driver will stay with the bus until help arrives, unless unsafe.
- Account for all students and staff throughout the emergency.

7.6.4 Threats or Unlawful Activities on the Bus

1. The driver will assess the threat (e.g., violence, weapon) and stop the bus in a safe, visible location if possible.
2. The driver will secure the bus and instruct students to remain calm and seated.
3. If evacuation is safer, follow evacuation steps from above, leading to a secure area.
4. The driver will call 911 and notify the principal/bus supervisor immediately.
5. Provide first aid if needed and account for all students.
6. The principal will notify district officials and parents; follow lockdown or shelter-in-place if directed.

7.7 Demonstration/Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. While students have constitutional rights to free speech and expressions, a demonstration or walkout that occurs without appropriate approvals or disrupts school operations may be considered unauthorized and could lead to standard truancy consequences, without punishment based on viewpoints. Students may be encouraged by external protesters (in person or via social media) to participate. Schools should monitor social media and other sources for advanced notice to enable proactive planning.

Demonstration/Walkout Procedures:

- Upon indication that a demonstration or walkout is about to begin (via social media monitoring or reports), personnel should immediately notify the school administrator. If advance notice is available, proactively communicate with parents/guardians about safety measures, potential disruptions, and truancy policies.
- The principal or designee becomes the Incident Commander, activates the ICS Team, and initiates the appropriate Immediate Response Action, which may include a modified Lockdown, Shelter-in-Place, or designation of a safe on-campus protest area to minimize disruptions while respecting student rights.
- The Incident Commander will notify local law enforcement, San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-

2902) or Danville PD (925-314-3700), to request assistance and will provide the exact location and nature of emergency. Coordinate with law enforcement for de-escalation strategies and safe routes if off-site movement occurs.

- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
- The Security Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus. Adapt procedures for students with disabilities (e.g., mobility aids for off-site accompaniment).
- If students leave the campus, the Incident Commander, in consultation with the Security Team, will designate appropriate staff members with radios and cell phones to accompany them. These staff members will attempt to guide and control the actions of students while off-site, prioritizing safety and de-escalation.
- Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window coverings. Facilitate alternative expression opportunities, such as supervised forums or classroom discussions, to channel student voices constructively.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions, participant details, and any video footage for post-incident review.
- All media inquiries will be referred to the school's designated Public Information Officer, who will also monitor local news outlets and initiate further actions as appropriate.
- The Incident Commander will notify and update parents/guardians via district communication systems.
- The Incident Commander should proceed using good judgement based on law enforcement or other legal input, balancing safety with students' free speech rights and avoiding unnecessary escalation. Consider teachable moments to educate on civic engagement and peaceful advocacy.
- The Psychological First Aid/Crisis Team will convene on-site to provide trauma-informed counseling and recovery support.
- Once the incident has concluded and the campus is safe, the Incident Commander will initiate the All Clear action, followed by a debrief with staff, students, and stakeholders, updating the safety plan if needed.

7.8 Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to sections on Lockdown or Active Shooter/Armed Assailant on Campus as appropriate. Staff should use trauma-informed, de-escalation techniques where possible, drawing on annual training in restorative practices and behavioral threat assessment.

Disorderly Conduct Procedures

- Upon witnessing disorderly conduct, staff should take steps to calm and control the situation using evidence-based de-escalation techniques (non-confrontational communication, active listening, etc.) and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by school administrator and/or School Police.
- Staff will immediately notify the principal or designee.
- The principal or designee becomes the Incident Commander, activates the ICS Team, and will initiate the appropriate Immediate Response Actions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
- The Incident Commander will call local law enforcement, San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902) or Danville PD (925-314-3700), and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
- If an immediate threat is not clear, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations. Prioritize trauma-informed responses to minimize escalation and address potential mental health factors.
- If the perpetrator is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation). Refer to mental health resources or counselors if behavioral or emotional issues are evident.
- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications. The Incident Commander will notify and update parents/guardians via district communication systems, as necessary.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions.
- The Incident Commander and team will determine if activating the threat assessment/management team is warranted. This multi-disciplinary team will evaluate risks, identify stressors, and develop intervention strategies (restorative practices, support services, etc.)

- Once the incident has concluded and the campus is safe, the Incident Commander will initiate the All Clear action and conduct a post-incident debrief with involved staff and students, providing access to mental health support and evaluating the response for future improvements in the safety plan, if needed.

7.9 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation; the following procedures should be implemented in response to all earthquakes, regardless of magnitude. Schools should proactively secure non-structural hazards (anchor bookshelves, light fixtures, etc.) to prevent injuries.

7.9.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris. Be prepared for aftershocks, which can occur minutes to days after the initial quake.

- Upon the first indication of an earthquake, teachers should direct students to Drop, Cover and Hold On.
- Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands. Staff trained in inclusive emergency responses should assist as needed.
- When the shaking stops, the principal or designee becomes the Incident Commander, activates the ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
- In the event of an evacuation, teachers will bring their student roster, classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing, injured, or extra students.
- The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
- The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
- The First Aid/Medical Team will set up the first aid station, check for injuries and provide appropriate first aid. For life-threatening emergencies (e.g., sudden cardiac arrest), notify CPR/first aid certified staff, call 911, and use AED if available.
- The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- The Incident Commander will contact the District Administrator of Operations and/or Operations Coordinator to determine additional actions that may be necessary and communicate conditions to the District's Emergency Operations Center (EOP) if applicable. A District representative will coordinate media inquiries via the Office of Communications.
- The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the District Administrator of Operations..
- The Incident Commander will contact the Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
- Any damaged areas will not be reopened until the Facilities Team provides clearance and the Incident Commander gives authorization to do so.
- The Incident Commander may initiate an Off-Site Relocation if conditions change, following family reunification protocols.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions.
- Once the incident has concluded and the campus is deemed safe, the Incident Commander will initiate the All Clear action and conduct a post-incident debrief with involved staff and students, providing access to mental health support and evaluating the response for future improvements in the safety plan, if needed.

7.9.2 Earthquake during Non-School Hours Procedures

- The principal or designee becomes the Incident Commander, activates the ICS Team as necessary, and will assess damages as safe to do so to determine any necessary corrective actions. The Incident Commander may direct the Fire Suppression/HazMat Team to participate in the assessment.

Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or

unprotected, due to danger from possible building damage and the potential for aftershocks. Notify local law enforcement, San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902) or Danville PD (925-314-3700), that you are on campus before beginning a site assessment.

- The Incident Commander should confer with the District Administrator and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
- If the school cannot be occupied, the Incident Commander and District Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will contact staff members and parents/guardians via district communication systems.
- The Planning and Intelligence Team will fill out a damage assessment report and transmit it to local law enforcement and the District Operations Coordinator..

7.10 Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures. All staff must receive annual training on these procedures, including drills and accommodations for individuals with disabilities or access/functional needs (e.g., assisted evacuation, visual/auditory alerts).

7.10.1 Explosion on School Property Procedures

- In the event of an explosion, all persons should initiate Drop, Cover and Hold On.
- The principal or designee becomes the Incident Commander, activates the ICS Team, and calls 911 and local law enforcement, San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902) or Danville PD (925-314-3700), providing the exact location (e.g., building, room, area) and nature of emergency.
- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications. The Incident Commander consults with law enforcement and, considering the possibility of another imminent explosion, take appropriate Immediate Response Actions (Shelter-in-Place, Evacuate Building, or Off-Site Relocation, etc.). Evacuation may apply to specific buildings, with others used as shelters. Ensure accommodations for disabilities during actions.
- In an evacuation, staff and students use prescribed or safe routes to the Assembly Area.
- In the event of an evacuation, teachers will bring student roster, classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing, injured, or extra students.
- The Incident Commander will notify and update parents/guardians via district communication systems.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions.
- The First Aid/Medical Team checks for injuries, provides first aid, and offers initial psychological support (e.g., calming techniques); refer affected individuals to mental health resources post-incident.
- The Fire Suppression/HazMat Team suppresses small fires with extinguishers, if safe.
- The Planning and Intelligence Team Leader notifies utility companies of any damages to water lines, sewers, power lines, or other utilities.
- The Security/Utilities Team secures building entrances to prevent unauthorized entry.
- If safe, the Incident Commander directs the Search and Rescue Team to begin activities, prioritizing life safety.
- The Incident Commander contacts the area Facilities Director for building safety inspections. The Fire Suppression and HazMat Team inspects buildings, logs findings by building, and reports to the Incident Commander.
- The Planning and Intelligence Team completes a Damage Assessment Report and transmit it to the District Administrator of Operations.
- Affected areas remain closed until Contra Costa County HazMat or the appropriate agency provides clearance and the Incident Commander authorizes reopening.
- The Incident Commander may initiate an Off-Site Relocation if conditions change, following family reunification protocols.
- As needed, the Psychological First Aid/Crisis Team will convene on-site to provide trauma-informed counseling and recovery support.
- Once the incident has concluded and the campus is safe, the Incident Commander will initiate the All Clear action and conduct a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.

7.10.2 Risk of Explosion on School Property Procedures

- The principal or designee becomes the Incident Commander, activates the ICS Team, and conducts a preliminary threat assessment (evaluate credibility, unlawful activity, etc.). Initiate appropriate Immediate Response Actions (Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation, etc.), with accommodations for disabilities.
- If Evacuate Building is issues, staff and students evacuate using prescribed or safe routes to the Assembly Area.

- In the event of an evacuation, teachers will bring their student rosters, classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing or extra students.
- The Incident Commander will call 911 and local law enforcement, San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902) or Danville PD (925-314-3700), providing the exact location (e.g., building, room, area) and nature of emergency.
- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
- If needed and safe to do so, the Incident Commander directs the Search and Rescue Team to initiate operations.
- If needed, the Planning and Intelligence Team Leader notifies utility companies of damages.
- The Incident Commander will notify and update parents/guardians via district communication systems.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions.
- If explosion occurs, refer Explosion on School Property procedures.
- The Incident Commander may initiate an Off-Site Relocation, if conditions change, following family reunification protocols.
- As needed, the Psychological First Aid/Crisis Team will convene on-site to provide trauma-informed counseling and recovery support.
- Once the incident has concluded and the campus is safe, the Incident Commander will initiate the All Clear action and conduct a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.

7.10.3 Explosion or Risk of Explosion in Surrounding Area Procedures

- The principal or designee becomes the Incident Commander, activates the ICS Team, and conducts a preliminary threat assessment if unlawful activity is suspected. Initiate Shelter-in-Place.
- The Incident Commander notifies 911 and local law enforcement, San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902) or Danville PD (925-314-3700), providing the exact location (e.g., building, area) and nature of emergency.
- The Incident Commander takes further actions as advised by authorities, ensuring accommodations for disabilities.
- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
- The Incident Commander will notify and update parents/guardians via district communication systems.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions.
- The school will remain in a Shelter-in-Place condition until the Contra Costa County HazMat or the appropriate agency provides clearance and the Incident Commander issues further instructions.
- As needed, the Psychological First Aid/Crisis Team will convene on-site to provide trauma-informed counseling and recovery support.
- Once the incident has concluded and the campus is safe, the Incident Commander will initiate the All Clear action and conduct a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.

7.10.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by intense light and heat, an air pressure wave, an expanding fireball, and subsequent radioactive fallout. All staff must receive annual training on these procedures, including tabletop exercises and accommodations for individuals with disabilities or access/functional needs (e.g., assisted relocation, visual/auditory alerts).

- The principal or designee becomes the Incident Commander, activates the ICS Team, and will initiate the Shelter-in-Place action.
- Upon report of a potential nuclear/radiological threat, conduct a preliminary threat assessment (evaluate credibility, potential unlawful activity reports, etc.) before full activation. If imminent, proceed to Shelter-in-Place.
- When sheltering, staff and students should try to establish adequate barriers or shielding (concrete walls, metal doors, etc.) between themselves and the potential source, avoiding exterior windows, upper floors, or non-permanent structures. Ensure accommodations for disabilities during internal relocation.
- The Incident Commander will notify 911 and local law enforcement, San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902) or Danville PD (925-314-3700), providing details on the affected area and staff/students.
- After the initial blast, ICS teams should provide first aid, extinguish fires, and relocate students from damaged areas without going outside if possible. Remove outer clothing and wash exposed skin if contamination is suspected.
- The Security/Utilities Team will turn off the main gas supply (refer to the Site Plot Plan in the Safe School Plan for shut-off valve), fans, and air handling systems; closes and locks doors/windows; seals gaps with wet towels, duct tape, aluminum foil, or plastic wrap; and turn off ignition sources like pilot lights.
- The Incident Commander will notify the District Administrator and/or Operations Coordinator of the incident.

- The Incident Commander will notify and update parents/guardians via district communication systems.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions.
- The Incident Commander or Public Information Officer will monitor local news, emergency broadcasts, and official alerts for updates.
- If safe and without outdoor exposure, distribute emergency supplies (sealed food, water, etc.). Avoid consuming unsealed items.
- The school remains in Shelter-in-Place for at least 24 hours (per FEMA guidelines), or until Contra Costa County Public Health, California Department of Public Health, or other authorities provide clearance. Issue relocation instructions if advised.
- The Planning and Intelligence team will complete a Damage Assessment Report and transmit it to the District Administrator of Operations.
- Once the incident has concluded and the campus is safe (confirmed by radiological assessments), the Incident Commander initiates the All Clear action following family reunification protocols.
- The Incident Commander will conduct a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed

7.11 Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter-in-Place measures to protect students and staff, ensuring accommodations for individuals with disabilities (assisted evacuation routes, accessible assembly areas, etc.). All procedures integrate with required monthly fire drills.

7.11.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response is critical to prevent injuries and further property damage. Staff training on these procedures occurs annually.

- Upon discovery of a fire, teachers or staff will direct all occupants out of the building using accessible routes, activate the fire alarm, and report the fire to the school administrator.
- The principal or designee becomes the Incident Commander, activates the school ICS Team, and immediately initiates the Evacuate Building action. Staff and students will evacuate buildings using prescribed routes or other safe, alternate routes to the Assembly Area, with support for those needed assistance.
- The Incident Commander will call 911 and local law enforcement: San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902), or Danville PD (925-314-3700). Provide the exact location (e.g., building, room, area) of the fire.
- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
- In the event of an evacuation, teachers will bring student rosters, classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing, injured, or extra students.
- The Fire Suppression/HazMat Team will suppress fires and initiate rescue procedures only if it is safe until the San Ramon Valley Fire Protection District arrives.
- The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- The Security/Utilities Team will notify the appropriate utility company of damages.
- The Incident Commander will notify and update parents/guardians via district communications systems.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions.
- If needed, the Logistics Team Leader will notify District Bus Dispatch (925-824-1832) to request buses for staff and student evacuation.
- Affected areas will not be reopened until the San Ramon Valley Fire Protection District or appropriate agency provides clearance and the Incident Commander issues authorization to do so.
- For fires during non-school hours, the Incident Commander and the District Administrator of Operations will determine if the school opens the following day, including plans for instructional continuity (remote learning, etc.).
- All fires that are extinguished by school personnel, regardless of their size, require a call to the San Ramon Valley Fire Protection District to report a fire occurred and request a response from appropriate personnel to eliminate the risk of reignition.
- The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the District Administrator of Operations.
- Once the incident has concluded and the campus is safe, as deemed by the appropriate authorities, the Incident Commander initiates the All Clear action followed by family reunification protocols if needed.
- The Incident Commander will conduct a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.

7.11.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school. Response actions should take into consideration the fire's location, size, proximity, and potential impact to the school, including smoke and air quality.

- The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building or Off-Site Relocation, with accommodations for disabilities.
- The Incident Commander will notify 911 and local law enforcement: San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902), or Danville PD (925-314-3700). Provide the location and nature of emergency.
- The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
- The Agency Liaison will contact the San Ramon Valley Fire Protection District (925-973-2779) to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
- If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed or safe alternate routes to the Assembly Area, with support for those needing assistance.
- In the event of an evacuation, teachers will bring student rosters, classroom emergency supplies and take attendance at the Assembly Area. Teachers will notify the Assembly Area Team of missing, injured, or extra students.
- The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
- The Incident Commander will notify and update parents/guardians via district communication systems.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions.
- If needed, the Logistics Team Leader will notify Bus Dispatch 925-824-1832 to request buses for staff and student evacuation.
- The Incident Commander will initiate Off-Site Relocation if warranted by changes in conditions.
- Once the incident has concluded and the campus is safe, as deemed by the appropriate authorities, the Incident Commander initiates the All Clear action followed by family reunification protocols if needed.
- The Incident Commander will conduct a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.

7.11.3 Air Quality Procedures

In recent years, we have seen increasing concern regarding air quality at schools. This challenge is ongoing, and the district prioritizes student and staff health. Monitor the Air Quality Index (AQI) via official sources like airnow.gov (Bay Area Air Quality Management District (BAAQMD) data) and supplemental tools like purpleair.com. Use the following AQI tiers for actions:

- Good (0-50): Normal activities.
- Moderate (51-100): Monitor sensitive groups.
- Unhealthy for Sensitive Groups (101-150): Limit strenuous outdoor activities for at-risk individuals (e.g., those with asthma).
- Unhealthy (151-200): Move all activities indoors; provide masks if needed.
- Very Unhealthy/Hazardous (>200): Consider school closure; implement instructional continuity.

During poor air quality conditions, the district will:

- Communicate via social media, district website, email, and district communication systems. For closures, notify all groups via district communication systems and alert local media.
- Determine school closure if AQI >200 or other risks warrant, based on BAAQMD and local health guidance. Implement instructional continuity plans (remote learning, etc.).
- Monitor the air quality using a variety of data, including airnow.gov, purpleair.com, and BAAQMD alerts.
- Issue directives on activities district-wide, such as
 - Limit outdoor exposure.
 - Use HVAC in recirculation mode with MERV-13+ filters.
 - Deploy portable HEPA air cleaners indoors.
 - Keep doors/windows closed.
- Provide guidance on masks: Recommend child-sized KN95 or N95 respirators for students (ages 2+) during high AQI (>150) outdoor exposure, per CDC/EPA guidelines. The district may distribute appropriate masks if available; parents should ensure proper fit. Note: Masks are not a substitute for staying indoors.

7.12 Food/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or water, including tampering with packaging, suspicious individuals near supplies, or notifications from district/agencies. Indicators may include unusual odor, color, taste, foam, residue, or multiple individuals with unexplained nausea, vomiting, abdominal pain, dizziness, or other illnesses. Preventive measures include secure storage, regular inspections per USDA guidelines, and annual staff training on food safety.

Suspected Contamination of Food or Water Procedures

- The principal or designee becomes the Incident Commander, activates the school ICS Team, isolates and secures the suspected contaminated food/water to prevent consumption, and restricts access to the area. Preserve samples/evidence in sealed containers if safe, without direct handling, for authorities.
- The Incident Commander will call 911 and notify local law enforcement and public health authorities:
- Local law enforcement: San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902), or Danville PD (925-314-3700)
- Contra Costa County Department of Health Services (925-957-5400)
- District Food Services (925-824-1808)
- District Nursing Services (925-552-5030)
- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
- The Planning and Intelligence Team Leader will make a list of all potentially affected students and staff (including contact information and accommodations for disabilities/allergies), and provide it to responding authorities.
- The First Aid/Medical Team will assess needs, provide first aid (hydration, monitoring, etc.), and coordinate with emergency medical services. Prioritize vulnerable groups (young children, those with medical conditions, etc.).
- The Planning and Intelligence Team Leader will maintain a log of affected individuals' symptoms, suspected contaminated items (quantity, type, consumption details, etc.), timelines, and other pertinent information.
- The Incident Commander will confer with the County Department of Health Services and other experts before resuming operations or disposing of items.
- The Incident Commander will notify and update parents/guardians via district communication systems, providing facts, symptoms to watch for, and resources.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions.
- Once the incident has concluded and the campus is safe, as deemed by the appropriate authorities, the Incident Commander initiates the All Clear action followed by a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.

7.13 Public Health Emergency

A public health emergency involves a large-scale need for medical health care services, often due to outbreaks of infectious diseases such as influenza, COVID-19, respiratory syncytial virus (RSV), norovirus, or other communicable illnesses affecting the school community. During a suspected public health emergency, the principal or designee will immediately consult with District Nursing Services (925-552-5030) and the local health department for guidance. Schools may face heightened concern from parents/guardians, teachers, and staff about health and safety. Public health emergencies can generate significant anxiety, misinformation, and disruptions; clear, multilingual communication and mental health support are essential to address these issues.

Prevention Strategies to Reduce Impact

Schools can mitigate the spread and impact of public health emergency by promoting evidence-based prevention measures, aligned with California Department of Public Health (CDPH) and Centers for Disease Control and Prevention (CDC) guidelines. These include:

- Encourage students, staff, and families to receive recommended vaccinations, including annual COVID-19 and influenza shots, to reduce illness severity and absences. Collaborate with district nursing and local health departments to host on-site vaccination clinics. Refer to CDPH's Shots for School resources for requirements and exemptions.
- Improve ventilation and filtration in classrooms, buses, and common areas to minimize airborne transmission. Upgrade HVAC systems as needed, open windows when safe, and use portable air purifiers during outbreaks or poor outdoor air quality (e.g., wildfires). Consult CDPH and EPA guidelines for implementation.
- Provide free, high-quality masks (e.g., N95 or KN95) to students and staff. Encourage masking when symptomatic, during outbreaks, or around high-risk individuals. No one may be prevented from wearing a mask unless it poses a safety hazard; exemptions apply for medical conditions per ADA and CDPH rules.
- Reinforce healthy hygiene habits:
- Require frequent handwashing with soap and water (preferred) after restroom use, before/after eating, and as needed. Stock alcohol-based hand sanitizers (=60% alcohol) for use when soap is unavailable, ensuring supervision for young children.

- Teach covering coughs/sneezes with tissues or elbows; stock classrooms with tissues and no-touch trash cans.
- Practice social distancing (e.g., 3-6 feet) when feasible, especially indoors during outbreaks.
- Discourage sharing personal items like utensils or devices.
- Exclude symptomatic individuals (fever, cough, runny nose, etc.) to limit spread. Isolate students who develop symptoms at school in a designated area until pickup by a parent/guardian. Follow CDPH symptom guidance for return-to-school criteria and avoid policies that encourage attending while ill. Provide at-home testing kits for respiratory viruses and encourage use during suspected exposures.
- Perform routine cleaning with mild detergents; use EPA-approved, asthma-safer disinfectants during outbreaks. Train staff on safe practices per the California Healthy Schools Act and Cal/OSHA standards.
- Report suspected outbreaks or reportable diseases immediately to the local health department. Integrate with the school's emergency operations plan (EOP), including contact tracing if required. Coordinate with partners for enhanced measures like temporary closures (as a last resort).

Continuity of Operations and Education

In widespread or pandemic scenarios, staff absences may last days, weeks, or months, straining operations. Activate the school's Continuity-of-Service Plan, which includes cross-training at least two staff members for critical roles (office manager, custodian, etc.). Develop alternate lesson plans for extended student absences, using a mix of digital and low-tech methods to ensure equitable access:

- Allow students to take home textbooks and materials.
- Post lessons and resources on school websites or learning management systems (Google Classroom, etc.).
- Use video conferencing tools (e.g., Zoom) for live instruction.
- Send automated phone/email messages or app notifications to families.
- Leverage approved online educational platforms for interactive content.
- Mail or provide pickup options for printed materials, with accommodations for families without internet.

Regularly review and test these plans through drills, incorporating feedback from staff, families, and health partners. For mental health support, refer to district counseling services or local resources (Contra Costa Crisis Center, Contra Costa Health, etc.) to address emergency-related anxiety.

7.15 Utility Failure

A utility failure involves the loss of water, power, natural gas, or other essential services on school grounds, potentially due to infrastructure issues, natural disasters, or Public Safety Power Shutoffs (PSPS) during high wildfire risk.

7.15.1 General Loss or Failure of Utilities Procedures

- If a water, electrical, or gas line is broken, immediately attempt to shut off the utility at the source if safe, and notify the school administrator.
- If a gas leak is suspected or the failure poses an explosion risk, refer to Explosion/Risk of Explosion on School Grounds section and evacuate as needed.
- Upon notification, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, or Evacuate Building.
- The Incident Commander will notify local law enforcement, San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902), or Danville PD (925-314-3700), providing the location and nature of emergency. For fire or hazardous materials related issues, contact the San Ramon Valley Fire Protection District at (925-973-2779)
- In coordination with the Incident Commander, district maintenance personnel contact the utility provider (e.g., PG&E for power/gas, local water authority) to assess needs, recommended actions, and estimated restoration time.
- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
- In the event of an evacuation, teachers will bring their student rosters, classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing, injured, or extra students.
- The Incident Commander will notify and update parents via district communication systems.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions.
- As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
- Once the incident has concluded and the campus is safe, as deemed by the appropriate authorities, the Incident Commander initiates the All Clear action followed by a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.

7.15.2 Loss of Water Supply Procedures

Address the following to maintain operations:

1. Sanitation: Use emergency water (2.5 gallons per flush) to manually operate toilets. Line toilets or use bucket systems with plastic bags for waste; dispose properly upon restoration. Ensure ADA-accessible options and hand hygiene stations with waterless cleaners or wipes. If porta-potties are delivered, include handwashing stations and designate staff-only units.
2. Food Services: Pump emergency water into carriers for kitchen use; heat if needed. Maintain food safety per CDPH guidelines.
3. Drinking Water: Distribute stored water (re-chlorinated 30 minutes prior) via cups, bottles, or pouches. Coordinate with district for bottled supplies; prioritize hydration with meals.
4. Fire Suppression: If sprinklers are affected, initiate fire watch: Patrol campus every 30 minutes, log observations, and notify San Ramon Valley Fire Protection District (925-838-6600) for approval. Document all contacts per fire code. Only the fire department can end the fire watch.
5. Other Needs: Prohibit shower use; provide water for health office wound cleaning. Support students with access and functional needs with tailored supplies.

7.15.3 Loss of Power Procedures

Address these concerns during outages:

1. Lighting and Ventilation: Rely on natural light; use flashlights from emergency kits. Deploy battery backups or portable generators for egress lighting, assembly areas, and medical devices. During heat events, open windows for ventilation per CDPH guidance to prevent heat illness.
2. Communication Systems: Use IP phone battery backups, red analog phones, two-way radios, cell phones, or apps. Test annually for interoperability with district police and neighbors.
3. Fire Alarms and Suppression: If systems fail, initiate fire watch as in 7.15.2(4). Notify San Ramon Valley Fire Protection District (925-838-6600) and Denalect Alarm Company (925-932-2211).
4. Food Services: Arrange offsite food if heating is impossible; use generators for refrigeration to maintain temperatures per food safety standards.
5. Other: In prolonged outages, monitor for mental health impacts; provide counseling referrals.

7.15.4 PSPS Site Checklist and Procedures

Public Safety Power Shutoff (PSPS) events involve proactive power shutoffs during severe weather. Administrators should enroll in PG&E alerts for 48-72 hour notices. Use this checklist for pre-PSPS implementation:

Safety

- Conduct site surveys for usable areas: relocate as needed.
- Deploy provisional lighting (flashlights, glow sticks, etc.) prioritizing restrooms/hallways.
- Update emergency plans for power loss, including fire watch.
- Designate fire watch staff: keep radios charged.

Internal Communication

- Test red landline phones and encourage updated Infinite Campus contacts.
- Hold pre-school staff meetings to review procedures; debrief post-event.
- Provide paper message pads: Ensure administrators are visible.

Instruction

- Prepare outage lesson plans with materials; pair with another site for sharing.

Nutrition

- Encouraged home snacks: prepared outdoor areas if multipurpose room is unusable.
- Coordinate with child nutrition staff

Attendance

- Prepare paper/digital rosters: notify families attendance is optional but tracked for safety

Other

- Review reunification plans
- Notify supervisor of safety concerns or custodial needs.

Contingency plans:

- Water Loss: Use classroom buckets and emergency shed water for toilets/drinking/food; fire extinguishers as backup.
- Power Loss: Contact district for ventilation guidance; use flashlights/glow sticks.
- Natural Gas Loss: Serve no-cook food; contact child nutrition/district.
- Communication Loss: Rely on red phones, cell phones, two-way radios, or bullhorns from office/shed.

7.16 Weather

Schools may implement procedures for inclement weather events such as heavy rain, flooding, hail, high winds, extreme heat, poor air quality (including wildfire smoke), or rare events like funnel clouds.

7.16.1 General Inclement Weather Procedures

- The principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates appropriate Immediate Response Actions, such as Shelter-in-Place, Evacuate Building, or Off-Site Relocation.
- If needed, the Incident Commander will notify 911 and local law enforcement: San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902), or Danville PD (925-314-3700), providing details of the incident.
- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
- The Incident Commander will direct the Security/Utilities Team or available staff to secure lightweight, unstable, or fragile campus items and move outdoor equipment indoors to prevent damage.
- The Incident Commander or Public Information Officer will monitor NWS alerts via www.weather.com, NOAA weather radio, or apps, and initiates further actions as needed.
- If Evacuate Building or Off-Site Relocation is ordered, staff and students evacuate using prescribed or other safe routes to the Assembly Area.
- In the event of an evacuation, teachers will bring student rosters, classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing, injured, or extra students.
- The First Aid/Triage Team will monitor students exposed to adverse weather conditions (such as extreme cold, heat, or rain) and provide care as needed.
- The Planning and Intelligence Team assesses impacts on field trips and extracurricular activities (including travel), advising the Incident Commander on curtailments.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions.
- The Incident Commander will notify and update parents/guardians via district communication systems.
- The Incident Commander will initiate Off-Site Relocation if warranted by conditions.
- Once the incident has concluded and the campus is safe, as deemed by the appropriate authorities, the Incident Commander initiates the All Clear action followed by a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.

7.16.2 Rain, Flood, Hail, and Wind Procedures

Rain may cause flooding, poor driving conditions, or lightning; hail can injure or damage property; high winds may cause power outages, fallen trees/power lines, or structural damage.

Before rainy season, school administrators should ensure staff:

- Clear ground-level drains and drainage of debris; report clogs for repair to prevent flooding.
- Inspect roof scuppers and drains.
- If heavy rains are expected, request sandbags and plastic sheeting from district operations to divert water away from doors.

Flood/Flash Flood: Monitor for sudden floods from distant storms. Avoid flooded roads; evacuate low-lying areas if needed.

Hail: Move indoors immediately, monitor for cold-related issues.

Wind: Secure loose items; prepare for outages (cross-reference Utility Failure section).

7.16.3 Funnel Clouds Procedures

Though rare in the Bay Area, if a funnel cloud is sighted or tornado warning issued:

- The principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates Shelter-in-Place.
- The Incident Commander makes the following announcement via PA system, or using an alternate method: "Attention:

Implement Shelter-in-Place due to severe weather. Remain indoors away from windows. Sit facing an interior wall, elbows to knees, hands over head. Outdoor individuals move inside immediately.”

- Teachers keep students in classrooms or direct to safe indoor areas (hallways on lowest floor, away from glass; avoid large-span rooms like gyms). Account for students with disabilities; take roll and notify the office of missing, injured, or extra students.
- The Incident Commander will notify 911 and local law enforcement: San Ramon PD (925-973-2779), Alamo (CCC Sheriff 925-837-2902), or Danville PD (925-314-3700). Provide the nature of emergency.
- The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator. A District representative will coordinate media inquiries via the Office of Communications.
- Monitor local news outlets, NWS and NOAA weather alert radio for updates.
- The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident, including timelines, actions taken, and agency interactions.
- The Incident Commander will notify and update parents/guardians via district communication systems.
- The Incident Commander will initiate an Off-Site Relocation if warranted by conditions.
- Once the incident has concluded and the campus is safe, as deemed by the appropriate authorities, the Incident Commander initiates the All Clear action followed by a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.

7.16.4 Heat Procedures

Modify activities when the heat index exceeds 95°.

Heat Precautions:

- Limit/modify outdoor activities when heat index exceeds 95°F.
- Provide shade when heat index exceeds 80°F.
- Ensure water access, encouraging hydration every 15-30 minutes.
- Observe for heat illness; allow for cool down rests.
- Identify high-risk students (prior heat illness, medical conditions, recent injuries, etc.) and remove earlier.
- Establish a “cool room” for early symptoms of heat stress.
- Train staff annually on heat-related safety measures.

7.16.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

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

Watch – Increased risk of weather event, uncertain timing/location. Schools in the affected area should:

- Review the School Safety Plan and confirm staff assignments for emergency positions
 - Check emergency supplies
 - Review field trips and extracurricular activities
- Plan for modified activities schedules
 - Review emergency contact lists for staff and students
- Notify parents/guardians of impacted activities
 - Monitor local weather via www.weather.gov and/or a NOAA weather radio
 - Inspect the campus for conditions that could cause damage

Advisory – Imminent weather event, less serious. Schools in the affected area should:

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

Warning - Imminent weather event, threat to life/property. Schools in the affected area should:

- Activate School Safety Plan
- Stage emergency supplies in a protected location
- Send message to parents/guardians via District Communication Systems.

- Take proactive steps to protect students and staff
- Cancel activities, field trips, and after-school programs if possible.

Once any weather-related event that disrupts school operations has concluded, and the campus is safe, as deemed by the appropriate authorities, the Incident Commander initiates the All Clear action followed by a post-incident debrief with involved staff and students, evaluating the response for future improvements in the safety plan, if needed.