

Comprehensive School Safety Plan

2025-26 School Year

School: Golden Gate Community School
CDS Code: 07 10074 0730614
District: Golden Gate Community School
Address: 1111 Stoneman Ave.
Pittsburg, CA 94565

Date of Adoption:

Date of Update:

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
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Charlene Tuckerson	Golden Gate School Site Council Chair		12/17/25

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at 1111 Stoneman Ave, Pittsburg, CA 94565.

Safety Plan Vision

The Comprehensive Safe School Plan (CSSP) provides a guide to school safety related data and to the procedures administrators, faculty, and staff must follow in the event of an emergency. The school site's Comprehensive Safe School Plan also includes the Emergency Response Procedures, which documents the steps all employees must know in order to respond quickly and efficiently in

the event of an emergency on campus. The CSSP supports the school in meeting the Agency's Strategic Plan value: "We commit to solutions that create safe and healthy schools and communities."

Components of the Comprehensive School Safety Plan (EC 32281)

Golden Gate Community School Safety Committee

Safety Committee

Each CCCOE facility and administrative site will establish a Safe School Committee (SCC) pursuant to CA Ed Code section 32280-32289, with the primary goal of creating and continually updating the school site's comprehensive safe school plan and the crisis response plan in an effort to maximize the protection of students, faculty, and staff.

The goals of the Safe School Committee are as follows:

Create and annually review/revise the school's crisis response plan and comprehensive safe school plan

Promote and support ongoing staff and student crisis response training

Review staff and student safety practices to ensure compliance with the plan

Support the District crisis response and safety committee(s)

The Safe School Committee MUST include the following members, pursuant to CA Ed Code section #32281:

The site principal or the principal's designee (administrator)

One or more teachers who represent the certificated staff and who are members of the?

Recognized certificated employee organization

One or more classified staff members who represent the classified staff and who are members of the recognized classified employee organization

One parent whose child attends the school site

In the section near the bottom of the page add two - four sentences regarding what your school is doing to provide and maintain a high level of security. Here is a sample:

"Campus safety is a high priority and the responsibility of all staff on campus. Training of staff on proactive response to dangerous situations and student discipline occurs during regularly scheduled staff meetings. Staff and student training on reactive response to emergency situations, including but not limited to, intruders on campus, earthquake and fire occur through monthly drills."

Assessment of School Safety

In an effort to continually update and assess the safety practices, the Comprehensive Safe School Committee performed a needs assessment. After a review of current school practices, updated safety ideologies, and safe school committee discussions, the Committee identified three site level strategies/programs to provide and maintain a high level of security.

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

Campus safety is a priority for the Golden Gate school community and is the responsibility of all staff. The proactive response to dangerous situations and student discipline takes place regularly by way of: drills (fire, earthquake, intruder, lockdown, etc.) and staff and student trainings focused on safe and proper evacuation procedures. Specifically, procedures are reviewed and discussed with staff and students for effectiveness and amended if necessary. There is 1 entrance accessible to the school at all sites; In the event of an emergency, there are 2 exits at Pittsburg and at Brentwood, one fence with 2 pedestrian exit gates and 1 vehicular gate at the front of the school that constitute 2 separate exits.

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

The County Board of Education is committed to supporting the safety and well-being of their students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. As a result, all Contra Costa County Office of Education schools follow CCCOE BP and AR 5141.4.

CCCOE 5141.4 AR:

Child Abuse & Neglect

The County Board of Education is concerned with the growing incidence of child abuse. It encourages staff to be sensitive to this issue and knowledgeable about resources available to assist in cases of alleged or suspected child abuse and neglect. The County Superintendent will develop

appropriate procedures and regulations for addressing alleged or suspected child abuse and neglect.

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the County welfare department.

Contra Costa County Child Protective Services

400 Ellinwood Way?

Pleasant Hill, CA 94523

(877)-881-1116

www.co.solano.ca.us/depts/hss/child.asp

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the school's main office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her 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. 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)

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

Disaster Plan

EC 35295-35297

a) Because of the generally acknowledged fact that California will experience moderate to severe earthquakes in the foreseeable future, increased efforts to reduce earthquake hazards should be encouraged and supported.

(b) In order to minimize loss of life and disruption, it is necessary for all private elementary schools and high schools to develop school disaster plans and specifically an earthquake emergency procedure system so that pupils and staff will act instinctively and correctly when an earthquake disaster strikes.

(c) It is therefore the intent of the Legislature in enacting this article to authorize the establishment of earthquake emergency procedure systems in kindergarten and grades 1 through 12 in all private schools in California.

5296. The governing board of each private school shall establish an earthquake emergency procedure system in every private school building under its jurisdiction having an occupant capacity of 50 or more pupils or more than one classroom. A governing board may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedure systems.

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

(a) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

(b) A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(c) Protective measures to be taken before, during, and following an earthquake.

(d) A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

GC 8607

The intent of the law was to improve the coordination of state and local emergency response in California utilizing five organizational levels: Field. Local Government.

GC 3100

All government employees are declared Disaster Service Workers who can be called upon in any emergency. This means that City, County, and State employees have a responsibility to help in a disaster.

CCCOE Superintendent Policy (SP) 3516 specifically addresses Emergencies and Disaster Preparedness.

According to the Contra Costa County Office of Education (CCCOE) Policy Committee minutes, this policy was updated and moved to its current number, superseding the former Administrative Regulation 6500. The policy provides a framework for school and district-wide emergency response, which is a required component of a school's comprehensive safety plan

Adaptations for Students with Disabilities

Evacuation Plan for Students with Disabilities

Designated staff members will be assigned to assist students with disabilities, including those who are visually, auditorily, or mobility impaired, to ensure their safe evacuation. The designated evacuation sites are as follows:

Richmond:

Onsite: Courtyard, Back Parking Lot

Offsite: McDonald's, Nichols Park

Pittsburg:

Onsite: Parking Lot, Blacktop

Offsite: Pittsburg Adult Education Center, Los Medanos College

Brentwood:

Onsite: Blacktop, Parking Lot

Offsite: Bowling Alley, Liberty High School

Public Agency Use of School Buildings for Emergency Shelters

Public agencies may use school buildings for emergency shelters when necessary. The requests will be made through the office of the superintendent for consideration, and approved on a case-by-case basis

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

A student may be suspended for violations of CA State Education Code Sections: 48900, 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.

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

EC 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.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or

both.

Students referred to the Golden Gate Community School Program have oftentimes committed acts of a serious or violent nature, which necessitated their expulsion from their home district. Since the Golden Gate Community School Program is a school designed to serve these students, we accept these students, provided that they abide by the rules of the Golden Gate Community School Program. As part of the referral process, teachers are made fully aware of the reason for referral of any student to the teacher's classroom.

All CCCOE teachers are able to access student information on Aeries. All students who have been involved in an act that falls into the category "dangerous pupil" have incidents tagged and described in Aeries under the confidential flag

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

EC 212.6 [b]

A pupil may be suspended from school , or recommended for expulsion, if the principal or designee of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Sec. 212.5 of the education code. The conduct described in Section 212.5 must be described by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individuals academic performance, or to create a hostile or intimidating or offensive educational environment.

All Contra Costa County Office of Education schools follow CCCOE BP and AR 5145.7 regarding sexual harassment. The policies are below:

BP 5145.7

The County Board of Education and the County Superintendent of Schools are committed to maintaining a learning environment that is free of sexual harassment. The Board and Superintendent prohibit the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity. The County Superintendent of Schools or designee shall ensure that students receive age-appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any sexual harassment which impairs the educational environment or a student's emotional well being at school. They shall be informed that they should immediately contact an administrator or designee if they feel they are being sexually harassed.

Any student who engages in the sexual harassment of anyone at school or a school related activity shall be subject to disciplinary action up to and including expulsion. Any employee, who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. When appropriate, a referral to child protective services and law enforcement authority may be made. Staff shall immediately report complaints of sexual harassment to the site administrator or designee or to another County Office of Education administrator or the Director of Human Resources. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

A complaint of sexual harassment may be filed in accordance with this policy or the County Office of Education's uniform complaint procedures (Policy No. 1312.3). The Superintendent or designee shall determine which procedure is appropriate. Any student who feels that he/she is being harassed should immediately contact the County Office of Education administrator or designee at his/her school/site, or the Title IX/Gender Equity Coordinator (Director, Human Resources, 925-942-3387, 77 Santa Barbara Road, Pleasant Hill, California 94523). The County Office of Education prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall be cautioned not to discuss related information outside the investigation process.

AR 5145.3

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 when: (Education Code 212.5)

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academics status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academics or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work 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 school.

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

1. Unwelcome sexual flirtations or propositions
2. Sexual slurs, leering epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, stories, drawings, pictures or gesture
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Touching an individual's body or clothes in a sexual way
8. Purposefully cornering or blocking normal movements
9. Purposefully limiting a student's access to educational tools
10. Displaying sexually suggestive objects in the educational environment.

Any act of retaliation against an individual who reports a violation of this sexual harassment policy or who participates in the investigation of a sexual harassment complaint is prohibited.

Notifications

A copy of this sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (Education Code 48980)
2. Be displayed in a prominent location near each school/site administrator's office (Education Code 212.6)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session. (Education Code 212.6)
4. Appear in any site or County Office of Education publication that sets for the site or COE comprehensive rules, regulations, procedures and standards of conduct. (Education Code 212.6)
5. Be provided to employees and employee organizations at the beginning of the school year.

Enforcement

The County Superintendent or designees shall take appropriate actions to reinforce this sexual harassment policy. As needed these actions may include any of the following, but are not limited to:

1. Removing vulgar or offending graffiti
2. Providing staff in-service and student instruction or counseling
3. Notifying parents/guardian
4. Notifying child protective services
5. Taking appropriate disciplinary action as needed.

Informal Complaint Procedures

Any student, or the student's parents/guardian, who believes that another student or County Office of Education employee has sexually harassed him/her should immediately contact a COE administrator or the Director of Human Resources (Gender Equity/Title IX Coordinator). If a COE administrator is the alleged harasser, the student may present his/her complaint to the Director of Human Resources. The complainant should notify the administrator or Director of Human Resources no later than one (1) year from the last incident which is the subject matter of the complaint.

Any employee, other than the site administrator, who receives a student's oral or written complaint of sexual harassment shall immediately report the complaint to the site administrator or designee or to the Director of Human Resources.

The site administrator shall:

1. Counsel the alleged victim and outline options available to him/her and provide a copy of the sexual harassment policy and this administrative regulation.

2. Obtain a factual written statement of the complaint
3. Notify the Director of Human Resources of the complaint
4. Conduct an independent investigation into the allegations of sexual harassment in a manner designed to respect the privacy of all parties concerned. The investigation shall include interviews with the complainant, the alleged harasser, and witnesses identified by either of them, and any supervisory employees as appropriate and a review of any other pertinent information identified by the complainant or alleged harasser.
5. Review the factual information collected to determine whether the alleged conduct constitutes sexual harassment, giving consideration to the record as a whole and the totality of the circumstances, including the nature of the sexual advances and the context in which the alleged incidents occurred. Recommend the disposition of the complaint.

The administrator will then take and/or authorize appropriate action after consultation with the Director of Human Resources. In the event the complaint is sustained, such action shall be designed to prevent a recurrence of sexual harassment and to remedy the effects of the harassment. Any student or employee who is found to have sexually harassed a student will be subject to discipline according to the nature and severity of the offense. If the allegations of sexual harassment involve an employee, at the discretion of the Director of Human Resources, steps 4 and 5 above will be completed by the Director of Human Resources or his/her designee. The informal complaint should be resolved by the site administrator within 30 days of the date that the administrator receives the complaint. Timelines may be extended by the mutual agreement of the complainant and the County Office of Education.

To the extent possible consistent with the privacy rights of involved students and employees, the complainant and alleged harasser shall be notified of the outcome of the complaint. The complainant should notify the site or other COE administrator if he/she is not satisfied with the informal resolution of the complaint. The administrator should then give the complainant a copy of the sexual harassment policy and formal complaint procedures.

Appeal Process

If the complainant is not satisfied with the informal resolution of the complaint by the site administrator, the complainant may choose to file a formal complaint. The following procedures must be followed in filing a formal complaint:

1. Formal Complaint Procedures:

- A. A written complaint shall be sent to the Sr. Director Student Programs, within 15 days of the termination of the informal process.

The complaint should contain the following information:

1. The complainant's name, address, and home telephone number
 2. The name of the student or employee who committed the alleged violation
 3. A description of the alleged sexual harassment
 4. A specific description of the time, place, nature, participants in, and witnesses to the alleged sexual harassment
 5. Other pertinent information which may assist in investigating and resolving the complaint.
- B. If the complaining party so desires, he/she may request the assistance of the site administrator to whom he/she informally complained, in preparing and presenting a written complaint.
 - C. Once the formal written complaint is filed, the Sr. Director Student Programs or designee, will conduct an independent investigation into the charges made in the written complaint in a manner designed to respect the privacy of all parties concerned. The investigation shall include interviews with the complainant, the alleged harasser, and witnesses identified by either of them, and any supervisory employees as appropriate, and a review of other pertinent information contained in the written complaint or identified by the alleged harasser. The Sr. Director Student Programs or designee will render a determination within 60 days of receiving the complaint. To the extent consistent with the privacy rights of involved students and employees, the Sr. Director Student Programs or designee will notify the complainant and alleged harasser of the determination.
 - D. If there is a finding of sexual harassment, the Sr. Director Student Programs will take or authorize such action as is necessary to prevent a recurrence of the sexual harassment and to remedy its effects.

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

EC 35183

Students shall be required to show proper attention to personal cleanliness, health, neatness, safety and suitability of clothing and appearance for school activities. Student clothing cannot cause distraction or disturbance or create a health or safety hazards.

Golden Gate Community School follows the CCCOE Adopted Dress Code Policy: BP 5132: Dress And Grooming

Students are encouraged to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

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

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

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

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

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

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

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

Uniforms:

The Superintendent may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

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

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

EC 35294.2

Students arrive at their school site by bus or parent/guardian transportation. Students arrive safely and are met at the doors by school staff. For special education students, additional assistance is provided as per the IEP or student need. Staff members assist in the ingress and egress of students. During emergency drills, students and staff follow routes as established for each school site. The ingress and egress of pupils to and from school is monitored by school staff.

All school sites are locked and secure and students do not have access to the school building unless a school staff member is present. Anytime there are students outside of the classroom, a staff member is always present for safety and security reasons. Exits are clearly marked with signs. Evacuation maps are posted in every room for student/staff safety.

BP 5142

The County Board of Education recognizes the importance of providing a safe school environment in order to help ensure student safety and the prevention of student injury. The County Superintendent of Schools or designee shall be implemented appropriate practices relative to school facilities and equipment, outdoor environment, educational programs and school-sponsored activities.

School staff shall be responsible for the proper supervision of students during school hours, while at school-sponsored activities and while students are using agency transportation to and from school.

The principal or designee shall establish school rules for the safe and appropriate use of school equipment and materials and for student conduct consistent with law, Board policy and administrative regulation. Copies of the rules shall be sent to parents/guardians and be readily available at the school at all times.

The County Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety, injury prevention and disease prevention.

Student Identification Cards and Safety Information

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 215.5, 217)

The National Suicide Prevention Lifeline telephone number and the Crisis Text Line and/or a local suicide prevention hotline telephone number.

The National Domestic Violence Hotline telephone number 800-799-7233

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

Goal

Prevention & Intervention

Component:

School Climate: Prevention and Intervention Implement Restorative Practices

Element:

Classroom teachers to work collaboratively with restorative practice coaches to co-facilitate restorative justice circles

Opportunity for Improvement:

We will continue to refine our safety protocols with proactive restorative practices

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve the school's efforts to build stronger relationships with students and families	RJ will work together with staff to conduct staff training on restorative practices.	RJ trained Golden Gate support personnel	Ricky Mendoza	Request feedback from staff regarding the usefulness of all training. Assess for increase in parent engagement. Assess for improved student attendance, less disciplinary issues
Improve school's efforts to promote community building practices in every classroom	RJ leads will work with all classrooms (staff and students) to implement weekly restorative activities.	Ongoing staff trainings plus support from: RJY and Golden Gate RJ trained staff. We have also implemented PBIS incentives	Ricky Mendoza	Staff and students will provide feedback as well RJ coaches on effectiveness
Minimalize disciplinary incidents from occurring and when they do, activate additional strategies to de-escalate	Evaluate school data for disparities and change school practices which are can be overly punitive	Golden Gate Intervention Team, Community & Family Engagement Specialist interactions with families, and the Golden Gate disciplinary procedure	Ricky Mendoza	Request feedback from staff regarding disciplinary incidents and analyze school's disciplinary data

Goal

Physical Environment

Component:

Safe Physical Environment

Element:

School will account for all people in building

Opportunity for Improvement:

Locked Gates

Objectives	Action Steps	Resources	Lead Person	Evaluation
Single Monitored Point of Entry.	All gates and doors shall be locked, with push bar exit. Visitors shall only be allowed to enter through a single entrance	Behavior Support IAs, Secretary, RPAL Staff	Ricky Mendoza	Sign in sheets
Badging.	County Staff to all wear badges	Human Resources for badging	Ricky Mendoza	Monitoring
Sign in with visitor badges.	Visitors to sign in on visitor log and get a badge	Behavior Support IAs, Secretary, RPAL Staff	Ricky Mendoza	Monitoring Log

Goal

Preparedness

Component:

Practice

Element:

Monthly Drills

Opportunity for Improvement:

Regular drills - monitor and evaluate for time

Objectives	Action Steps	Resources	Lead Person	Evaluation
VOIP to make announcements	Ensure VOIP is functioning	Desktop phones	Mendoza	Drill logs
Follow Drill Schedule	Drill schedules	All Staff	Mendoza	Monitor Drills - Call locations, check for feedback
Monthly Fire Drill	Perform and record drill	All Staff	Mendoza	Monitor Drills - Call locations, check for feedback
October Earthquake Drill	Perform and record drill	All Staff	Mendoza	Monitor Drills - Call locations, check for feedback

November Lockdown Secure Drill	Perform and record drill	All Staff	Mendoza	Monitor Drills - Call locations, check for feedback
December Fire Drill	Perform and record drill	All Staff	Mendoza	Monitor Drills - Call locations, check for feedback
January Shelter Drill	Perform and record drill	All Staff	Mendoza	Monitor Drills - Call locations, check for feedback
May Lockdown and Secure Drill	Perform and record drill	All Staff	Mendoza	Monitor Drills - Call locations, check for feedback

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

Golden Gate Community School Student Conduct Code

EC 35291 & EC 35291.5

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may, at the time and in the manner prescribed by Sections 48980 and 48981, notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

Golden Gate Community School Expectations-

1. Respect others
2. Respect the property of others
3. Refrain from hurting others or threatening to hurt another
4. Bring only items to school that are not dangerous
5. Students will bring only personal items needed for daily instruction
6. Students will attend school on a regular basis during scheduled school hours and be free from illness
7. Refrain from verbal, sexual, racial harassment.

Golden Gate Community School Consequences for Inappropriate Behavior:

1. For behavior problems and violation of class rules:
 - a. Phone call to parents.
 - b. Classroom discipline and phone call to parents.
 - c. One day suspension and phone call to parents/probation officer.
 - d. Two day suspension and phone call to parents/probation officer.
 - e. Administrative action may result in suspension
 - f. Conference with principal and or family and community engagement specialist after suspension upon return to school.
2. Serious violations of program rules:
Administrative action will result in up to five (5) days suspension.

BP 5144

The County Board of Education desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to another program or removed from school. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Staff shall enforce disciplinary rules fairly, consistently, and without discrimination.

Conduct Code Procedures

- 1.Students are expected to be in their assigned seat or area when class starts.
- 2.Students are expected to be prepared, participate in each class, have the necessary class materials, and complete class work accurately and on time.
- 3.Students are to demonstrate self-control in the classroom. A student's behavior must not interfere with the education of others.
- 4.Students are expected to keep hands, feet and other objects to themselves.
- 5.Students are expected to use appropriate language. No swearing, gestures, cruel remarks, or "put downs".
- 6.Students are expected to wear appropriate school attire, including shirts and footwear. No printed words or images relating to drugs, alcohol, tobacco, weapons, gangs, or obscenities will be allowed.
- 7.Students are expected to treat all property belongings to the school and others with care. No destruction or defacing of school or individual property will be tolerated.
- 8.Students are expected to contribute to a safe school environment free from fear. Acts of violence, weapons, controlled substances, and contraband are not acceptable.
- 9.Students are expected to follow staff directions, comply with all school rules, and obey all laws
- 10.Students in violation can result in removal from the program

(K) Hate Crime Reporting Procedures and Policies

CA Ed Code 48900.3.

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

County Board Policy 5145.9:

The County Board of Education is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

Hate-motivated behavior may be addressed with strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and timely respond to such incidents when they occur.

The County Board supports collaboration with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

Students shall be provided with age-appropriate instruction that:
Includes the development of social-emotional learning

Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

Explains the harm and dangers of explicit and implicit biases

Discourages discriminatory attitudes and practices

Provides strategies to manage conflicts constructively

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

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

Any training provided by the County Superintendent of Schools for staff who serve students in grades 7-12 should:
Promote an understanding of diversity, equity, and inclusion

Discourage the development of discriminatory attitudes and practices

Include social-emotional learning and nondiscriminatory instructional and counseling methods

Support the prevention, recognition, and response to hate-motivated behavior

Raise the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

Include effective enforcement of rules for appropriate student conduct

Any rules prepared by the County Superintendent prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the county office of education's (COE) web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

The County Superintendent is responsible for ensuring that any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident immediately contacts the compliance officer responsible for coordinating the COE's response to complaints and complying with state and federal civil rights laws.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the COE's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the COE's uniform complaint procedures specified in BP 1312.3 - Uniform Complaint Procedures or other applicable procedure.

(J) Procedures to Prepare for Active Shooters

In order to prepare for an active shooter, we will do the following:

1. Confirm that the training method we employ, and any live practice drills, are age appropriate: For example, we may wish to provide one version of training to adults (teachers and staff) and another version to students.
2. Use multiple forms of training: In addition to in-person workshops or online courses, we will conduct tabletop scenarios and training drills using our chosen active shooter response approach to identify potential problems.
3. Avoid using ammunition of any type in active shooter exercises: Drills using airsoft pellets and rubber bullets have severely injured participants.
4. Train faculty and staff on the school's response approach before starting student training: Training will cover possible roles

participants may need to play during a drill and provide opportunities for participants to ask questions.

5. Avoid surprise live drills: They can be especially traumatic because the participants will not know it is only a drill.

6. Set out safety standards for our practice drills and follow them regardless of the type of response approach and training we choose.

7. Evaluate our training and practice drill outcomes: Determine what worked and what did not. Use the information to modify future training exercises.

8. Read after-action reports of other school shooting incidents to determine whether identified vulnerabilities may also exist at your institution and take steps to correct them.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations; School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

Opioid Prevention and Life-Saving Response Procedures

CCCOE provides at least annual training to all school and central office staff regarding Opioid Overdose medication administration. All schools and Offices have access to emergency medication at the schools' site. All procedures and processes for maintaining, monitoring, storing and disposal are managed by the collaboration between the School Nurse team and the Facilities Department. Student training and family trainings are also available at certain CCCOE School sites and medication is provided to all trainees at no cost.

Response Procedures for Dangerous, Violent, or Unlawful Activities

1. Initial report or identification: The process begins when a threat, concerning behavior, or troubling situation is reported or identified. This can come from students, staff, parents, or community members. When threats are received via the phone, attempts should be made to keep the caller on the line to gather information about the threat. The potential threat is reported to the CCCOE site administrator immediately. If the site administrator is not available, the potential threat should be reported the administrator or designee on duty. The administrator convenes the threat assessment team. Use the CSTAG Threat Report form in Appendix to document the threat. 2. Evaluate the threat: The team conducts a thorough assessment of the threat. This includes analyzing the information gathered to understand the nature, severity, and credibility of the threat, as well as the risk it poses to the safety of the school community. This can include interviewing witnesses, reviewing records (academic, disciplinary, medical, etc.), speaking with providers, and gathering other pertinent data. Exact wording should be noted. The team exercises cultural competence while evaluating the threat. This step corresponds to CSTAG Step 1. The threat assessment team designates individuals to review data (e.g., disciplinary records, internet activity) and conduct the interviews. This may be the site administrator and/or mental health professional working in collaboration (e.g., school psychologist, school social worker). The threat assessment team uses the CSTAG forms in Appendix for Assessment Findings, Interviews, and Observations to evaluate the threat. If needed, the mental health professional will also conduct a suicide risk screening using the CCCOE Suicide Prevention and Intervention Protocol. 3. Decide whether the threat is transient or substantive. Consider criteria for transient versus substantive threats or no threat at all. Consider student's age, credibility, and previous history. Transient threats are often rhetorical remarks or temporary expressions of anger or frustration. Substantive threats are ones that pose at least some risk that the student will carry out the threat, evidenced by the expressed intent to injure someone beyond the immediate situation. Indicators of substantive threats include a specific plan (verbal or written), a threat that has been repeated over time, or the recruitment of an accomplice or accomplices. This step corresponds to CSTAG Step 1. The threat assessment team should reach a consensus for the threat classification. For threats that are transient, refer to CCCOE Step 4. For threats that are unclear of substantive, refer to CCCOE Step 5. Document the threat classification in the CSTAG forms in Appendix. 4. Respond to a transient threat. Staff will determine interventions appropriate to the student. This can include family/caregiver notification, consequences, and/or formal discipline. The student may be required to make amends (e.g., restorative practices), be offered counseling, or be referred for other supports. This step corresponds to CSTAG Step 2. Cases of

transient threats may be considered resolved once these steps are taken, but should still be documented. The threat assessment team will consider programs available inside or outside of the school setting to refer the student for participation. Administrators will reference applicable education code to determine if applicable discipline is necessary. See appendix for suggested interventions. Use the CSTAG Observations Suggesting Need for Intervention and Threat Response in Appendix. Log this intervention in Aeries. 5. Respond to a substantive threat is serious or very serious. Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon. Take immediate action to respond to the threat, including notifications to potential victims and their families, precautions to protect potential victims, and notification to the family/caregivers of the student making the threat. Contact law enforcement for a very serious threat. Look for ways to resolve conflict. Provide intervention, consequences, and/or discipline as appropriate. This step corresponds to CSTAG Step 3. The threat assessment team immediately notifies law enforcement. Separate and supervise the student as appropriate until law enforcement responds. Notify the potential victim and their family. Once the imminent threat has been stabilized, the threat assessment team determines appropriate interventions available at their school site, and the administrator determines appropriate consequences or discipline taking into consideration the nature of the incident and education code. Use the CSTAG Observations Suggesting Need for Intervention, Threat Response, and Case Plan in Appendix. Log this intervention in the Student Information System, Aeries. 6. Documentation: Throughout the process, thorough documentation is essential. This includes documenting the initial report, assessment findings, interventions implemented, and outcomes. Documentation helps to track the progress of the threat assessment and ensures accountability. After the threat assessment has been conducted, staff will complete the threat assessment documentation form (See Appendix). Staff will verify that an authorization for release of health information was completed during the student's intake prior to storing this form in the student record. If there is no authorization for release, staff will contact the parent or guardian to complete one. If the parent does not consent to an authorization, staff will contact their administrator.

Instructional Continuity Plan

AB 176 from FY 2023-24 extended the deadline for including the Instructional Continuity Plan in the school safety plan from July 1, 2025 to July 1, 2026. As a result, this plan will be completed by July 2026.

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 December 1, 2025 and adopted by Golden Gate Community School 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, Golden Gate Community School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

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

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

Plans for Unforeseen Events

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

Families, students and staff will have regular communication from school officials in case of an emergency school closure. Golden Gate Community School (GGCS) will use the school messaging system (e.g. robocalls, text messages, emails from school messenger, and updates to the school and CCCOE website. The school will engage with pupils and families within 5 calendar days following emergency through these forms of communication. If these forms of communication are unavailable, agency personnel will meet to discuss the best way to communicate with staff and families.

Support for Unique Needs

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

Whole School Safety and Prevention Plan through the use of MTSS 1. System to connect with students and families to promote attendance. 2. The agency will use strategies for a trauma-responsive school system to support the school community. 3. Engage with students and families using culturally responsive techniques. 4. Use of universal screening to identify the social-emotional and physical needs of students. 5. Professional development time to increase trauma knowledge and skills. 6. Engage staff in professional development about mental health de-stigmatization. 7. Provide information about mental health and wellness resources on the district and school websites and in communication with families. 8. Conduct routine check-ins using a trauma- and resilience-informed lens. 9. Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, school messenger). 10. Supply power for and restock necessary medicines and locate alternative sources of electricity in the event of outages. Community and Family Wellness 1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English. 2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing

Access to Instruction

Timeline for Access to Instruction

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

As required, Golden Gate Community School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

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

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

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

Remote Instruction

Plans for remote instruction.

As required, Golden Gate Community 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.

Golden Gate Community School (GGCS) is uniquely positioned to switch to remote instruction as we use both classroom based, and home based independent study programs using synchronous and asynchronous remote instruction for all students.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

The school currently provides Chromebooks to each student. We have extra devices that can be shared if technology is damaged or destroyed during an emergency. Golden Gate is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. Additionally, the school provides internet hotspots to students who do not have access at home. has communicated and will continue to communicate information regarding low-cost or no-cost internet access for our students. We will provide technical support to families to connect and access the online classroom. Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom so all digital resources and classwork are in one place. Students have access to technology at school and outside of school.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

As a school that currently engages all students in Independent Study, including classroom based independent study, students would use their current method of turning in class work through Google classroom, and on the various platforms that we utilize. Golden Gate would continue to take attendance using the independent study method, including the daily engagement log.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Golden Gate Community 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:

Golden Gate Community School would work with surrounding community resources and facilities, this could include the county office of education, community college, partner districts and neighboring high school districts.

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.

Families, students, and staff will have regular communication from county office of education and/or school officials in case of an emergency school closure. CCCOE will use the school messaging system (e.g. autodialer phone messages, text messages, emails, via school messenger and update the school website. The school will post information related to emergencies on its CCCOE website. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

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.

Students will need appropriate devices and reliable Internet access. The school will provide Chromebooks to each student. We have extra devices that can be shared if technology is damaged or destroyed during an emergency. CCCOE is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. For students who lack internet access at home, the school will provide either individual internet hotspot devices, regular access to on site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. We will provide technical support to families to connect and access the online classroom. Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom so all digital resources and classwork are in one place. Students have access to Google Classroom at school and outside of school.

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.

Golden Gate Community School will monitor essential learning, continuing with the weekly work plans, timely grading of instruction, virtual tutoring, regular check-ins, and virtual office hours in order to monitor student learning. As an independent study school, Golden Gate is familiar with remote grading and monitoring student work and learning. Regular assessments and implementation of interventions for students behind in reading and math is important.

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.

Golden Gate Community School (GGCS) is deeply committed to promoting equity, accessibility, and inclusion across all instructional models, particularly during emergencies. The agency affirms that every student—regardless of ability, background, or life circumstance—deserves uninterrupted access to high-quality education and support services. Recognizing the unique needs of students with disabilities, English Learners, foster youth, students experiencing homelessness, and others facing systemic or situational barriers, GGCS has instituted a range of targeted provisions to ensure that learning remains inclusive and responsive. Students with Section 504 Plans will continue to receive the accommodations outlined in their individual plans, with school site teams convening (virtually, if necessary) within the first six weeks of school or after any significant shift in instructional modality to review and update supports. GGCS staff are tasked with ensuring these accommodations are implemented effectively in both in-person and remote learning environments. For foster youth and students experiencing homelessness, the district's Foster and Homeless Youth Liaison coordinates comprehensive supports aimed at ensuring stability and academic success. These students are enabled to remain in their school of origin when feasible and are provided with essentials such as school supplies, clothing, transportation assistance, and access to food services and mental health resources. Each student is assigned a school-based support contact to monitor their academic engagement and overall well-being. Additionally, they receive priority access to technology, including Chromebooks and Wi-Fi hotspots, as well as tailored academic support. All outreach and services are delivered in students' home languages and are designed to be culturally responsive. Students with Individual Health Plans (IHPs) are also supported through proactive outreach. School support staff contact families at the start of the school year or after an emergency to review and revise healthcare plans. When in-person meetings are not feasible, virtual or phone check-ins are conducted to ensure continuity of medical support. GGCS takes deliberate steps to guarantee that essential medications and health supplies are accessible across all instructional settings, including during school closures. Through these coordinated efforts, GGCS upholds its commitment to fostering a learning environment where every student has the opportunity to thrive, no matter the circumstances. Students with IEPs will be provided services according to the emergency circumstances page of their IEP. Please see sections below. Golden Gate will collaborate with the COE Youth Services Department, which provides specific guidance and service to foster youth, McKinney-Vento, and justice involved youth

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Senate Bill 98, as described in section 46392, requires Individualized Education Program (IEP) teams to outline the means in which an IEP will be provided in emergency conditions. If instruction or services, or both, cannot be provided to the pupil either at the school

or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by non-school entity, or other official order issued to meet a state of emergency or war, the IEP will be provided in light of the emergency circumstances and CCCOE policy.

Each student's IEP contains an Emergency Circumstances page, detailing what special education and related services, supplementary aides and services, transition services, and extended year services each student will receive in the event of an emergency condition that necessitates school closure of more than 10 school days. These plans are individualized to each student's unique needs so that they can continue to make progress on their goals and access the general education program.

GGCS ensures that students with disabilities continue to receive a Free and Appropriate Public Education (FAPE) during emergencies. Each student's IEP is implemented according to the emergency circumstances planned outlined in the IEP. Services are delivered with fidelity and tracked according to each student's IEP. Specialized academic instruction and related services can be provided through synchronous and asynchronous instruction. Services may include individual and small-group virtual sessions, in-class supports, and teletherapy as outlined in a student's IEP and appropriate for their disability related needs. Special education teachers and providers work closely with general education staff, students, and families to ensure instructional alignment and access. To the maximum extent possible, schedules are coordinated to avoid conflicts with general education classes and service sessions. Progress monitoring of goals will continue during the emergency. Teachers will use multiple measures such as participation, assignment completion, staff report, and data to monitor progress. Data will inform instructional adjustments and services revisions as necessary. Students will be provided access to all necessary devices, digital tools, and assistive technology as outlined in their IEPs to ensure equitable access to online instruction. IEP teams will continue to communicate with families regarding their student's special education needs. IEP meetings may be held virtually or by phone, with translated documents and interpretation services provided as needed. IEP teams will continue to comply with all mandated timelines and other special education laws.

English Learners (EL)

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

GGCS is committed to ensuring that English Learners (ELs) receive comprehensive and equitable instruction through a well-structured framework aligned with the California English Learner Roadmap and research-based practices for language development at the secondary level. Across all instructional models—including in-person, hybrid, and remote learning—EL students are provided with both designated English Language Development (ELD), which targets language instruction based on individual proficiency levels, and integrated ELD, which is embedded within content-area instruction to promote language acquisition in academic contexts. Oral language development is emphasized during synchronous instruction, while asynchronous materials are designed to strengthen listening, reading, and writing skills in alignment with subject-area content. Teachers consistently monitor students' language growth and academic progress through formative assessments and English Language Proficiency Assessments for California (ELPAC) data, using this information to implement timely and targeted instructional interventions. To enhance instruction and communication, trained bilingual instructional aides offer small-group support, assist in translating educational materials, and help facilitate family engagement. GGCS maintains strong partnerships with families through English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings, multilingual communications, and digital workshops that help families navigate learning platforms and support their students' academic success. The district remains committed to administering both initial and summative ELPAC assessments in accordance with California Department of Education (CDE) guidelines and local public health protocols, ensuring that English Learners continue to receive the support and recognition necessary for their linguistic and academic growth. Golden Gate will continue to monitor students for the purposes of reclassification. Translation and interpretation services will be available to engage families of English Learners.

Professional Learning

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

Golden Gate will use its resources, such as its shared Teacher on Special Assignment, and two school technicians to train and support staff in a pivot to remote instruction. As an independent study school, this lift should not be as heavy as all students engage in some remote synchronous and asynchronous learning.

Well-Being and Support Services

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

Golden Gate Community School (GGCS) is deeply committed to supporting the mental, emotional, and physical well-being of its students, families, and staff, particularly during times of emergency or disruption. The district recognizes that academic success is closely linked to health and wellness, and therefore ensures that all students continue to have access to professional support services, regardless of the instructional model in place. CCCOE student programs department is equipped with a robust wellness team, including school psychologists, wellness counselors, and behavioral health specialists. These professionals are trained to address a wide range of student needs—from stress and anxiety to crisis intervention—and are available for one-on-one sessions, group counseling, and drop-in support. During distance or hybrid learning, these services are maintained through virtual formats such as secure video conferencing, phone consultations, and digital outreach.

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

Golden Gate maintains a proactive emergency preparedness plan to safeguard students and staff during natural disasters or extended school closures. Each school site is equipped with strategically stored backup supplies—food, water, first aid kits, and other essential provisions—sufficient to sustain students and staff for several days. These resources are regularly inspected and replenished to ensure readiness.

Health offices also maintain access to critical medications and medical supplies for students with Individual Health Plans (IHPs) or chronic conditions. In the event of a power outage or service disruption, sites are prepared to secure and distribute these resources promptly.

Additionally, Golden Gate collaborates closely with local emergency services and public health agencies to coordinate response efforts and, when necessary, obtain supplemental supplies or support during prolonged emergencies.

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

We will maintain continuity of essential support services—including special education, counseling, after-school programs, and access to kitchens and food services—by adapting these offerings to online or hybrid formats as needed. This ensures students and families continue receiving critical resources regardless of learning environment.

Site-Based Collaboration

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

Administrators, faculty, IT staff, students, and parents will collaborate through regular planning meetings, feedback sessions, and shared digital platforms to co-develop and implement the Instructional Continuity Plan (ICP). This partnership ensures that all stakeholders contribute to decision-making, resource allocation, and ongoing adjustments for effective execution.

Return to Site-Based Learning

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

Prior to reopening sites and returning from disruption, the following conditions must be met: compliance with local health and safety guidelines, completion of facility inspections, readiness of sanitation protocols, availability of essential staff, and confirmation that instructional and support services can resume safely. These measures ensure a secure and smooth transition back to in-person operations.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Golden Gate Community School’s Comprehensive School Safety Plan (CSSP).

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

This integration reflects Golden Gate’s commitment to maintaining instructional continuity and student support during any disruption.

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:

Annually, after any major disruption, and as required by changes in state or local regulations. Updates will be documented and communicated to all stakeholders to ensure transparency and alignment with current best practices.

Procedures for Immigration Enforcement Notification

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.

Designated Staff Member

The Principal (or acting administrator in the Principal's absence) is the designated staff member responsible for confirming the presence of immigration enforcement officers on campus. Verification Process

The Principal/designee will meet the officer at the school entrance or main office.

Request and record the officer's name, badge number, agency, and supervisor contact information.

Ask for and make a copy of any documentation authorizing access (e.g., judicial warrant, subpoena, or court order).

Document the stated reason for presence and any exigent circumstances claimed.

Notification Trigger

Once presence is confirmed, the Principal/designee will immediately notify the Superintendent and initiate the district's emergency communication protocol to inform staff and parents/guardians, as required by SB 98.

Required Notification Recipients

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

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

Notifications should be delivered through multiple channels and ensure timely and comprehensive communication.

Notification Timing

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

Notifications should be delivered ASAP through multiple channels (phone, email, and emergency alert systems) to ensure timely and comprehensive communication.

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 content and timing of any notification regarding immigration enforcement shall prioritize the safety and well-being of pupils, employees, and community members at the school site. Notifications will be issued in a manner that avoids unnecessary panic, ensures accurate information, and provides clear guidance on next steps. Communication will be sensitive to the emotional impact on families and staff, and will include available support resources.

Privacy Constraint

The notification shall not include any personally identifiable information.

Privacy Constraint

All notifications related to immigration enforcement shall strictly exclude any personally identifiable information about students, staff, or families. Communications will focus solely on the nature of the event, safety measures, and next steps, ensuring compliance with privacy laws and protecting the confidentiality of all individuals involved.

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.

To ensure secure and effective two-way communication with all required recipients, the following methods will be utilized:

Mass Communication Systems

District-approved emergency alert platforms (e.g., automated phone calls, SMS, and push notifications) will be used for rapid outreach.

Email

Official school and district email accounts will provide detailed notifications and follow-up instructions.

School Portals and Learning Management Systems (LMS)

Secure portals will be used for authenticated communication with parents, students, and staff.

Maintenance and Security

All communication systems will be regularly updated, monitored for security compliance, and tested quarterly to ensure reliability. Access will be restricted to authorized personnel only, and encryption will be applied where available to protect sensitive information

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).

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.

And after any incidents

Public Availability

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

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

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.

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).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan is reviewed throughout the year by school administration, at staff meetings, and after regularly scheduled drills. A site safety committee conducts an annual evaluation and updates the plan by March 1st of each year.

Emergency Contact Numbers

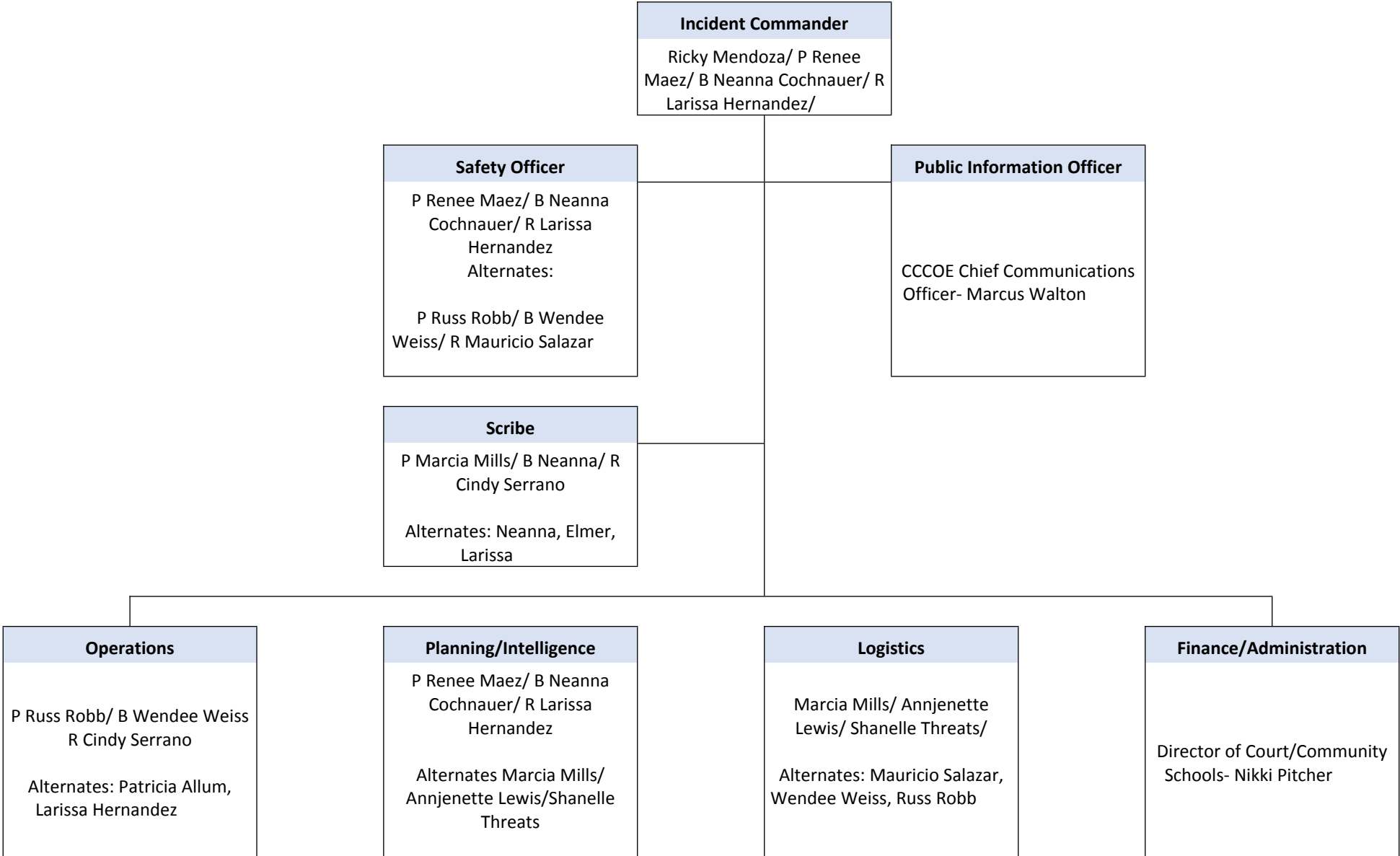
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Nick Berger	(510)926-9795	Senior Director of Student Programs
School District	Marcus Walton	(925)212-7963	Chief Communications Officer
School District	Dr. Nikki Pitcher	(925)942-5308	Director of Student Programs
School District	Ricky Mendoza	(925)427-3199	Principal
School District	Bruce Burns	(925) 808-5565	Maintenance & Operations Supervisor
Law Enforcement/Fire/Paramedic	Local Municipalities	911	Emergency Services
Public Utilities	PG&E	1-800-743-5000	Utilities
Public Utilities	EBMUD	(866) 403-2683	Water Services
City Services	CCC Health Department	925) 646-5502	Health Services
School District	Paul Gates	(925) 942-3339	Safety Manager

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
The Golden Gate School Site Council(SSC) reviewed and approved the Safety Plan		Richmond, Pittsburg, and Brentwood sites
Fire Evacuation Drills	Per Drill Schedule	Richmond, Pittsburg, and Brentwood sites
Shelter-in-Place, Lockout, Lockdown Drills	Annually 10:00 am	Richmond, Pittsburg, and Brentwood sites
Earthquake Drills	Quarterly 10:00 am	Richmond, Pittsburg, and Brentwood sites
Safety Plan will be reviewed and updated with staff input.	Ongoing Staff Meetings	Richmond, Pittsburg, and Brentwood sites
Shared with Law Enforcement		Richmond, Pittsburg, and Brentwood sites

Golden Gate Community School Incident Command System



	First Aid & Search Teacher A
	P Stephanie Addison / B Elmer Untal / R Cindy Serrano, As Needed Staff
	Student Release & Accountability Teacher B
	P Dani Cooper/ B Joe Smylie/ R Larissa Hernandez, Marcia Mills, Charlene Tuckerson

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

The lettered key for incident command staffing: P Pittsburg, 1111 Stoneman Avenue, Pittsburg, CA, B Brentwood, 120 Middlefield Ct. Brentwood, CA, R Richmond, RPAL Site, 2200 MacDonald Ave, Richmond, CA, and C ROAR - 1160 Brickyard Cove, Pt. Richmond, CA

Incident/School Commander (the “leader”)

Operations Section (the “doers”)

Planning/Intelligence Section (the “thinkers”)

Logistics Section (the “getters”)

Finance and Administration Section (the “collectors”)

California Government Code, Chapter 8, Section 3100 states: “...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law.” In accordance with these provisions, all staff members are considered “disaster service workers” during emergencies and must remain on site to carry out assigned responsibilities.”

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

Incident Commander Responsibilities:

Activate the Emergency Response Team

Activate additional response contractors and local resources

Evaluate the severity, potential impact, safety concerns, and response requirements based on the initial information provided by the first person on-scene

Confirm safety aspects at site, including need for personal protective equipment, sources of ignition, and potential need for evacuation

Communicate and provide incident briefings to company superiors, as appropriate

Coordinate/complete additional internal and external notifications

Communicate with Emergency Response Team, as the situation demands

Direct response and cleanup operations

Operations Responsibilities

First aid

Crisis intervention

Search and rescue

Site security

Damage assessment

Evacuations

Release of students to parents

Logistics Commander

Coordinating personnel

Assembling and deploying volunteer teams

Providing supplies, equipment, and services

Facilitating communications among emergency responders

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate

response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

CCCOE Incident - Communication Protocol & Flowchart:

<https://acrobat.adobe.com/id/urn:aaid:sc:US:246e3962-c3b5-4742-9c81-20923999f767>

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Crash INTO School Building

Staff actions:

- Notify principal
- Move students away from immediate vicinity of crash

Principal or Designee actions:

- Call 911
- Notify Agency Support Team, Central Office
- Determine whether to implement evacuation procedures
- Students and staff should be assembled in an area as far away from the crash scene as possible and should be uphill and upwind from the crash
- Provide immediate medical attention (first aid) including performing necessary life sustaining measures (CPR, AED, etc.) until trained emergency medical services arrive
- Account for all building occupants and determine the extent of injuries
- Do not re-enter building until given “all clear” from person in charge
- Document actions and complete incident reports.

Crash NEAR School Building (but no damage to building)

Staff actions:

- Notify principal
- Move students away from immediate vicinity of crash

Principal or Designee actions:

- Call 911
- Initiate Shelter in Place plan, if warranted
- All students and staff should remain in the buildings; any students or staff outside should initiate reverse evacuation or go to designated area until further instructions are received
- No evacuation should occur unless subsequent explosions or fire endanger the building
- Document actions and complete incident reports

Animal Disturbance

Procedures:

- Principal/administrator call animal services
- Principal/administrator broadcast over PA system “Secure Mode”
- Staff and students get inside and lock doors
- No one in or out of classroom/building
- Listen for “All Clear” signal from administrator
- Classroom activities continue uninterrupted

Armed Assault on Campus

Lockdown:

Staff:

- School staff should consider Run, Hide, Fight strategies when moving students into classrooms or buildings.
- Begin lockdown procedures including covering windows, turning off lights, and seeking cover under or near furniture and away from windows.
- Use appropriate communication methods (i.e., phones, radios, computers, etc.) to contact the School Administrator
- Take roll and identify all students and staff in the classroom.
- If possible, maintain communications with Emergency Response Team (ERT) and School Administrator through email or text.
- Conduct anxiety-reducing activities as per the CCCOE Crisis Response Manual
- Be prepared for an evacuation at any time
- Follow the directions of the responding Police Agency.

Principal:

- Broadcast over PA to school population the presence of an Active Shooter on campus
- Ensure incident safety and call 9-1-1, if possible
- Provide information to internal and external stakeholders (follow emergency response protocols)
- Establish and maintain liaison with other agencies participating in the incident.

Biological or Chemical Release**Shelter-in-Place Procedures:**

If a Shelter-in-Place is activated the following should be done:

- Shelter: Move all students and staff inside
- Shut: Lock all doors and close windows
- Listen: Remain quiet to hear critical instructions from the School Administrator and/or emergency responders
- If there is no direction, continue instructional/work activities until the situation is resolved or you are directed to do otherwise.
- Notify the Director over General Services, Executive Director over Student Programs and the Communications Director

If the incident involves gas leaks or chemical spills, follow the procedures below:

- Advise students to cover their mouths and nose with a damp cloth or handkerchief to protect from any airborne hazards
- The principal or assigned designee should close all vents and turn off ventilation systems
- Advise students to maintain shelter-in-place procedures until the School Administrator and/or emergency responders give the all clear or evacuation signal

Bomb Threat/ Threat Of violence**Bomb Threat Procedures:**

1. Immediately notify the School Administrator and alert them to call 9-1-1 and provide:

- Name
- Call back phone number.

- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured.
- The School Administrator will notify the Director over General Services, Executive Director of Student Programs, and the Communication Director.

2. Evacuate all involved buildings

3. Secure all campus exits to prevent re-entry to buildings

4. Follow directions from the appropriate Responding Police Agency

5. If a letter is sent as a threat, reduce the amount of handling. Use gloves or material to handle until police arrive.

6. Re-occupy buildings when clearance has been given by the Police and at the discretion of the School Administrator,

7. Bomb threat report form

Most bomb threats are made by phone, goal of the person receiving the report is to keep the person on the phone as long as possible and obtain as much information as they can.

Bus Disaster

Refer to the Bus company emergency response protocols for actions necessary by school staff and students.

Cardiac Arrest

In the event of a suspected cardiac arrest on campus:

Call 911 Immediately – Provide location and details to emergency responders.

Utilize CPR – Begin chest compressions and rescue breaths following standard CPR guidelines.

Use AED – Retrieve the Automated External Defibrillator, turn it on, and follow the voice instructions until emergency personnel arrive.

Notify Appropriate Personnel – Inform the school administrator and health office immediately.

Contact Emergency Contacts – Notify the student's or staff member's emergency contacts as soon as possible, following district communication protocols.

Disorderly Conduct

Procedures:

- Principal/administrator broadcast over PA system "Secure Mode"
- Staff and students get inside and lock doors
- No one in or out of classroom/building
- Listen for "All Clear" signal from administrator
- Classroom activities continue uninterrupted

Earthquake

Earthquake Procedures Inside:

1. DROP to the ground. For those students and staff who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands
2. COVER under or near desks, tables, or chairs in a kneeling or sitting position
3. HOLD onto table or chair legs. Protect eyes from flying glass and debris by using your arm to cover your eyes
4. Remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks
5. School staff should check for injuries and assess the general safety of the room

6. Report any hazards to School Administration

7. All Emergency Response Team members (ERTs) should report to the School Administrator Office or pre-designated location

Earthquake Procedures Outside:

1. Move away from overhead hazards such as power lines, trees, and buildings

2. DROP to the ground and COVER the back of the neck with your hands

3. Do not enter buildings until it is safe to do so

4. School staff should check for injuries

5. Report any hazards to School Administration

6. All ERTs should report to the School Administrator's Office or pre-designated location

Explosion or Risk Of Explosion

Gas Leak:

The person detecting the odor of natural gas will:

- Notify the School Administrator
- Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building) as safely as possible. DO NOT ENTER A CONTAINED SPACE.

The School Administrator will:

1. Immediately call 9-1-1 and notify Fire Department and provide:

- Building address
- Site name
- Description of the odor
- Location of the odor

2. If ordered to do so, evacuate the building

3. If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions of the Fire Department

4. Notify General Services

5. Notify The Executive Director of Student Programs and Communications Director

6. Notify Pacific Gas & Electric (PG&E)

Extreme Weather

Fire in Surrounding Area

Fire Near School

The School Administrator will:

1. Call 9-1-1,

2. Sound the fire alarm, and

3. Notify the Director over General Services and the Executive Director of Student Programs

4. If appropriate, re-occupy buildings when ordered to do so by the Fire Department and the School Administrator

School Staff will:

1. Check location of Fire alarm before evacuating classes

2. Supervise evacuation according to the Emergency Evacuation Plan posted in every classroom

3. Close doors upon evacuating

4. Take the class roster and take roll at evacuation site
5. Report missing students to the School Administrator
6. The Custodian or site Emergency Response Team member (ERT) will open necessary gates for emergency vehicles
7. Re-occupy buildings when ordered to do so by the Fire Department and the School Administrator

Fire on School Grounds

Fire in a School Building

The School Administrator will:

1. Call 9-1-1
2. Sound the fire alarm
3. Notify the Director over General Services and the Executive Director over Student Programs

School Staff will:

1. Check location of Fire alarm before evacuating classes
2. Supervise evacuation according to the Emergency Evacuation Plan posted in every classroom
3. Close doors upon evacuating
4. Take class roster and take roll at evacuation site
5. Report missing students to the School Administrator
6. The Custodian or site Emergency Response Team member (ERT) will open necessary gates for emergency vehicles
7. Re-occupy buildings when ordered to do so by the Fire Department and the School Administrator.

Flooding

Students and staff to follow evacuation procedures when flooding occurs

Loss or Failure Of Utilities

Power Outage Procedure:

In most cases, power outages may be abrupt and unplanned. In case of a planned outage, work with the CCCOE for plans.

1. Check with the custodial team to see if this is a site issue or if this is a community issue
2. Alert the Director over General Services of the power outage
3. Contact the CCCOE Maintenance and Operations Department
4. Send communication to faculty and staff about the outage. Create a call to the students' families if possible
5. Continue with the day if possible
6. If a family comes to pick up a student: (maybe create an SOP for what to do if the power goes out for parents/guardians)
 - a. If student information system is working, proceed with regular check-out procedures.
 - b. If student information system is not working, ask for legal identification and write down the full legal name, address, phone number, name of student.
 - i. Have the person sign their name.
 - c. Submit a copy of the sign in sheet to the Executive Student Programs Director's office
7. Principal designees walk and contact each classroom teacher and check-in for support needed
8. Each teacher should have a clipboard in their classroom with every period's class roster.

Motor Vehicle Crash

The School Administrator will:

1. Call 9-1-1, if warranted
2. Broadcast the appropriate emergency response to staff and student if on school property
3. Notify the Director over General Services and the Executive Director over Student Programs

Pandemic

CCCOE Schools coordinates with the County Health Department, local schools, and emergency services to follow guidelines and recommendations regarding the impact and management of pandemics on schools and students. Updated procedures are kept on the CCCOE Website at the following address:

https://www.cccoe.k12.ca.us/news/spotlight/information_about_coronavirus

Psychological Trauma

The Contra Costa County Office of Education follows the National Association of School Psychologists (NASP) PREPaRE model for evidence-based crisis prevention and response. Additionally, the Contra Costa County Office of Education has a comprehensive Suicide Prevention and Intervention Policy and Protocol. Both the PREPaRE model and Suicide Prevention and Intervention policy align with the following steps school staff will take in the event of psychological trauma, whether that be related to individual student circumstances or the aftermath of a larger crisis situation that impacts multiple students.

1. Notify administrators and mental health professionals
2. Maintain supervision of the student
3. Assess the individual student or triage students to determine next steps
4. Contact other agencies as needed (e.g., 911, mobile crisis response, law enforcement)
5. Notify parent/family/guardian
6. Provide resources
7. Document the situation
8. Monitor the student's progress and follow up, including working with other agencies supporting the student
9. Debrief with staff how the response went to learn from the incident and make changes if needed

Suspected Contamination of Food or Water

Students and staff directed to not eat or consume water.

Tactical Responses to Criminal Incidents

Purpose:

To ensure critical information is shared with the departments and positions responsible for providing support and to communicate relevant information with senior leaders and elected officials.

Criteria:

- Power outage
- Fire
- Lockdown / suspicion of weapons
- Students involved in a shooting (includes weekend activity)
- Hospitalization (Student or staff injury requiring medical assistance.), 5150, W&I
- Police Activity / Student or Staff arrest
- Missing student
- Schoolwide impact
- Pandemic response (Covid-19)
- Could it make the news?

Notification Process:

1. Immediate notification:

- a. Principal to General Services Director and Executive Director of Student Programs
- b. General Services Director to Assistant Superintendent of Education Services, Deputy Superintendent and

ERT

- c. Assistant Superintendent of Education Services, Deputy Superintendent to Superintendent
- d. ERT or Communications sends to Cabinet via text, Union Partners where needed

2. Recovery Stage:

At the earliest possible convenience (within 24 hours), the Principal will share a written summary of the event with clarity around injuries, schoolwide implications, arrests as well as next steps.

3. Debrief:

Director over General Services, Executive Director of Student Programs and Principal will debrief events within 7 days to garner any learning from the event and course correction that can be made.

Unlawful Demonstration or Walkout

- Determine whether it would be appropriate for the school to set up a safe space for students to protest, or to work with local officials to find a safe space in the community for student protests
- Determine whether school or local police should accompany students in protest
- Protect school and community property in collaboration with community partners
- Consider how to handle lost instructional time
- Determine whether and under what circumstances disciplinary action may be required
- Consider how to ensure that the learning environment of students who are not participating in demonstrations is not disrupted
- Consider how to ensure students who wish to participate in demonstrations have a safe place to express their concerns and be civically engaged; and
- Determine how to engage with families to help reinforce expectations of students and discuss possible responses to protests.

Emergency Evacuation Map

EVACUATION PLAN GOLDEN GATE COMMUNITY SCHOOL
111 STONEMAN AVE. PITTSBURG, CA

