

Comprehensive School Safety Plan

2025-26 School Year

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Address:

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Approved by:








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Table of Contents

California Comprehensive School Safety Plan (CSSP) Overview	5
Safety Plan Vision.....	6
Components of the Comprehensive School Safety Plan (EC 32281).....	8
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	9
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	10
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	12
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	15
(E) Sexual Harassment Policies (EC 212.6 [b]).....	16
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	19
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	20
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	20
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	22
(K) Hate Crime Reporting Procedures and Policies	24
(J) Procedures to Prepare for Active Shooters.....	24
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	25
Opioid Prevention and Life-Saving Response Procedures	26
Response Procedures for Dangerous, Violent, or Unlawful Activities	26
Instructional Continuity Plan.....	27
Introduction and Purpose of the Instructional Continuity Plan (ICP).....	27
Engagement with Pupils and Families.....	28
Access to Instruction.....	29
Instructional Continuity	31
Access (Equity, Accessibility, and Inclusion)	32
Professional Learning.....	34
Well-Being and Support Services	34
Site-Based Collaboration.....	34
Return to Site-Based Learning	35
Integration with Comprehensive School Safety Plan (CSSP).....	35

Review and Updates of this Instructional Continuity Plan (ICP)35

Procedures for Immigration Enforcement Notification36

Procedures Regarding Pupil Smartphone Use During Emergencies48

Safety Plan Review, Evaluation and Amendment Procedures50

Emergency Contact Numbers51

Safety Plan Review, Evaluation and Amendment Procedures52

Contra Costa County Office of Education SDC Programs Incident Command System53

Incident Command Team Responsibilities55

Emergency Response Guidelines56

Step One: Identify the Type of Emergency56

Step Two: Identify the Level of Emergency.....56

Step Three: Determine the Immediate Response Action56

Step Four: Communicate the Appropriate Response Action56

Types of Emergencies & Specific Procedures.....57

 Aircraft Crash57

 Animal Disturbance.....57

 Armed Assault on Campus57

 Biological or Chemical Release.....58

 Bomb Threat/ Threat Of violence58

 Bus Disaster.....59

 Cardiac Arrest.....60

 Disorderly Conduct61

 Earthquake.....62

 Explosion or Risk Of Explosion63

 Extreme Weather64

 Fire in Surrounding Area64

 Fire on School Grounds.....65

 Flooding65

 Loss or Failure Of Utilities65

Motor Vehicle Crash66

Pandemic66

Psychological Trauma.....66

Suspected Contamination of Food or Water66

Tactical Responses to Criminal Incidents67

Unlawful Demonstration or Walkout.....67

Emergency Evacuation Map.....69

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.

<https://www.cccoe.k12.ca.us/Departments--Schools/Departments/Student-Programs/Special-Education/CCCOE-Special-Education-Programs/index.html>

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Contra Costa County Special education program Comprehensive School Safety Plan (CSSP) has been written to ensure a safe

environment for students and staff by protecting and preventing harm from man-made or natural acts of violence/harm/ disease. To mitigate damage, and restore safety to the learning environment in the event of a crisis. The goal of the CSSP is to prepare and train staff and students to respond properly to emergency situations and to help maintain a safe and orderly school environment. The CSSP supports the school in meeting the CCCOE's Strategic Plan Value: "We commit to solutions that create safe and healthy CCCOE and communities."

Components of the Comprehensive School Safety Plan (EC 32281)

Contra Costa County Office of Education SDC Programs Safety Committee

Each CCCOE classroom or program that is colocated at a school district site will follow the school or district's Safety Plan and Emergency Response. Each CCCOE program stand alone site has established safety committee and follows the COE program safety plan and continually updates the school 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 Committees are as follows:

- 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)

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 and monthly drills.

Assessment of School Safety

In an effort to continually update and assess the safety practices, the Comprehensive Safe School Committees perform 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.

Prior to the start of school, the safety committee updated emergency supplies and the Emergency Folders for actions to be taken during emergencies. Emergency Drills are assessed for compliance and adherence to guidelines using a checklist and feedback form from each school site. The facilities department completes inspections and assessments 2x per year and more frequently if necessary. Mandated records for student accidents and incidents are tracked and evaluated annually.

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

Staff are trained yearly on school safety plans, CPR and First Aid, Non-Violent Crisis Interventions as well as emergency preparedness. Staff members are trained by site nurses on specific doctor ordered protocols for students who receive medication and/or medical procedures (including but not limited to administering emergency seizure medication, GT feedings, catheterizations, breathing treatments, etc) at school. Emergency drills (to include fire, earthquake, active shooter etc) are performed monthly. Safety Committee meets quarterly to review the safety plan and make any necessary updates. Campus safety is a priority for all CCCOE Special Education sites and is the responsibility of all staff. The proactive response to dangerous situations and student discipline takes place regularly by way of: drills (lockdown, evacuate, shelter in place, secure) 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.

Procedures are reviewed and discussed with staff and students for effectiveness and amended if necessary. All staff and students participate in evacuation drills so that they are familiar with the route they should take and where they will be evacuated to in case of evacuation. As CCCOE sites are on different district school properties, the safety plan of each particular location works in collaboration with the host school site. Each CCCOE Special Education campus follows the drills and protocols of the school and district in which the site is located. CCCOE school sites provide multiple trainings and follow federal guidelines for Active Assailant Preparedness in addition to the regular emergency preparedness trainings. Appropriate staff members have been trained in Suicide Prevention Strategies.

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

The County Superintendent 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, Contra Costa County Office of Education CCCOE follow CCCOE BP and AR 5141.4

CCCOE BP 5141.4:

The County Superintendent is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The County Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The County Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The County of Office of Education's (COE) instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The COE's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The County Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 6-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The County Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the COE's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

COE employees are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The County Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

CCCOE 5141.4 AR:

Child Abuse & Neglect

The County Superintendent 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

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 their identity to their 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

California law requires that CCCOE and all site employees be adequately prepared to respond to earthquakes, fires, and other emergencies. Emergency management teams and procedures outlined in this plan are consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to, school emergencies. Detailed plans are outlined in the Appendix under Types of Emergencies & Specific Procedures taken from Superintendent Policy (SP 3516).

Superintendent Policy 3516:

The Superintendent is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan.

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

The Superintendent may grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Superintendent shall cooperate with such agencies in furnishing and maintaining whatever services County Office of Education staff

may deem necessary to meet the community's needs.

County Office of Education employees are considered disaster service workers and are subject to disaster service activities assigned to them.

Ed. Code 35295-35297

The Legislature finds and declares the following:

(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 CCCOE and high CCCOE 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 CCCOE in California.

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 Office of Emergency Services 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 CCCOE and at least once a semester in secondary CCCOE. Staff will assist students in wheel chairs to drop from chairs when able, or move to a spot safe from falling objects.

(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.

National preparedness efforts, including planning, are now based on Presidential Policy Directive (PPD) 8, which was signed by the President in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences. PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

Prevention means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action CCCOE take to prevent a threatened or actual incident from occurring.

Protection means the capability to secure CCCOE against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard and the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency and reducing the likelihood that threats and hazards will happen.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery means the capabilities necessary to assist CCCOE affected by an event or emergency in restoring the learning environment.

Adaptations for Students with Disabilities

In the event of an emergency that requires evacuation, each school site will follow their host school's procedures for evacuation. Each site has posted evacuation routes leading to areas away from buildings. In the case of an offsite evacuation, each site will follow the direction of the host school. Per local law enforcement request, the specific locations of offsite evacuation sites should not be posted in public documents. This information will be shared with each sites staff during the Safety Plan meeting. Staff and students participate in monthly drills to practice these skills. Students are given ample time to practice and have individualized communication from staff in the event of evacuation. Students with limited mobility will be supported by trained staff. Trainings include: Student movement assist, supervision during drills, medical supply management, behavior plans.

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 on a case-by-case basis.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

(EC 48915)

- Superintendent Policy (SP) 5144.1

Students enrolled in the CCCOE Special Education Programs are placed based on eligibility for services and a district's inability to serve students within their district of residence. Although students may exhibit various inappropriate and/or challenging behaviors at school, these students are not typically suspended or expelled if the behavior is the result of their assessed disability.

Students with disabilities are subject to the same suspension rules as nondisabled students, except that suspensions of students with disabilities cannot exceed 10 consecutive days (that is, 10 days in a row) without a "manifestation determination." A teacher may suspend a student for up to two days. [Cal. Ed. Code Sec. 48910.] A principal may suspend a student for up to five days. [Cal. Ed. Code Sec. 48911.] State law defers to federal law for most of the rules governing suspension and expulsion of special Education students. [Cal. Ed. Code Sec. 48915.5.] Federal and state law allow for up to 10 consecutive days of suspension of special education students without any requirement of a manifestation determination, but for suspensions in excess of 10 days, there must be a special meeting. [20 U.S.C. Sec. 1415(k)(1)(B).] Principals, therefore, sometimes extend students' five-day suspensions by an additional five days. Students with disabilities may be suspended for any one of the misbehaviors on the above list that applies to all students, even if the misbehavior is a manifestation of the child's disability.

Grounds for Suspension and Expulsion California Education Code Section 48900 et seq.

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property. Stole or attempted to steal school property or private property.

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Knowingly received stolen school property or private property.

Possessed an imitation firearm.

Committed or attempted to commit a sexual assault or committed a sexual battery.

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. Engaged in or attempted to engage in hazing.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.

Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only). 48900.2 Committed sexual harassment (grades 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

48900.4 Intentionally engaged in harassment, threats, or intimidation directed against school district personnel or pupils. (grades 4-12).

48900.7 Made terroristic threats against school officials or school property, or both.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (48900[w])

Superintendent Policy 5144.1

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

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

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

While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus During, going to, or coming from a school-sponsored activity COE staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the COE's nondiscrimination policies.

Appropriate Use of Suspension Authority

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

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

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

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities. On-Campus Suspension

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

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

Authority to Expel

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

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

Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it

makes a finding of either or both of the following: (Education Code 48915(b) and (e))
That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

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

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

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

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

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

Maintenance and Monitoring of Outcome Data

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

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

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

School districts are required to notify the County Office of Education upon receipt of knowledge that a student has with violent propensities is placed at the school site. See attached California Ed Code 49079.

(1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (2) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

It is the responsibility of the referring district personnel or program specialist to notify Contra Costa County Student Programs administration and staff of dangerous students entering the program. This is also accomplished by a thorough file search upon

receiving the student's records. Protocols for notification is as follows:

1. Referring district personnel
2. Principal
3. Teacher
4. Other school personnel involved with the education of the student.
5. Parent/ Caregiver

Education Code section 49079 provides that no school officer or employee shall be civilly or criminally liable for providing information under this statute unless it is proven that the information was false and that the officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.

Education Code section 49079 provides that a District officer or employee who knowingly fails to provide information about a student who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in the statute, 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.

Teachers are provided with each student's most recent IEP and assessment reports for a description of any challenging behavior and the behavior support plans already in place.

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])

All Contra Costa County Office of Education CCCOE 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 CCCOE 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 CCCOE 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. CCCOE staff always consider the students' cognitive level and areas of special education eligibility when considering appropriate behavioral consequences.

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 they are being harassed should immediately contact the County Office of Education administrator or designee at their 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 5145.7

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 them 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 their 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 them 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 their 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 they are 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 Assistant Superintendent, 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, they may request the assistance of the site administrator to whom they informally complained, in preparing and presenting a written complaint.
- C. Once the formal written complaint is filed, the Assistant Superintendent, 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 Assistant Superintendent 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 Assistant Superintendent or designee will notify the complainant and alleged harasser of the determination.
- D. If there is a finding of sexual harassment, the Assistant Superintendent will take or authorize such action as is necessary to prevent a recurrence of the sexual harassment and to remedy its effects.

BP 5145.3:

The County Board desires to provide a welcoming, safe and supportive school environment that allows all students equal access and to opportunities in the COE's academic, extracurricular and other educational support programs, services, and activities. Unlawful discrimination against a student in any COE school or school activity, including discriminatory harassment, intimidation and bullying, by anyone, based on any of the following is prohibited: the student's actual or perceived race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; parental, marital and family status; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; or genetic information; or association with a person or group with one or more of these actual perceived characteristics. EC 212.6 "Sexual orientation" means heterosexuality, homosexuality, or bisexuality.

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

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

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, discipline shall be enforced in a fair, consistent and non-discriminatory manner.

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

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

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

BP 5132

CCCOE school sites adhere to the dress code policies of the district school sites in which they are housed. Each class follows the host school site dress code regulations and definitions of appropriate school attire.

Students are expected to attend school in clothing that does not disrupt the educational process. Any item of clothing that promotes disruptive and/or demoralizing values, that are inconsistent with and counterproductive to our educational mission, is not permitted. The decision concerning the appropriateness of dress is determined by the administration. Refer to B.P.5132 and A.R. 5132 for additional information.

A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes and disciplinary consequences may be assigned. Any apparel, hairstyle, cosmetic, jewelry, or piercing, even if not specifically mentioned, which creates a safety concern or detracts from the educational process is prohibited. California courts support reasonable, clear

school regulations governing the appearance of students. The decision concerning appropriateness of dress remains with the administration.

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

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 CCCOE 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 district 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 6-12 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.

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

Goal

safe and orderly environment

Component:

Prevention and Intervention

Element:

Provide safe school learning environment for students and staff.

Opportunity for Improvement:

School facilities maintained in compliance with updated fire and safety requirements.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
All sites will maintain property in compliance with fire and safety requirements.	Annual Fire and Safety inspection by local Fire Marshall and private company CR Fireline. Follow recommendations from these inspections.	General Services	Director of General Services/ Safety Manager	General Services work orders, FIT report

Goal

emergency preparedness

Component:

Physical Environment

Element:

Materials for Emergency Preparedness

Opportunity for Improvement:

Updated emergency preparedness materials provided, maintained, and staff trained to use them.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All sites will provide supplies/equipment for a variety of possible emergencies.	New AED equipment on sites, emergency medication (epi-pen/narcan), updated emergency folders and supply backpacks, emergency ration buckets, new staff training.	Maintenance and Facilities. Safety Manager Private CPR/First Aide training company	Principals	Checklists, lists of trainings and materials at each site.

Goal

emergency preparedness plan

Component:

Preparedness

Element:

The school updates and trains for procedures to keep all safe in the event of a disaster.

Opportunity for Improvement:

With school sites spread out geographically, and requiring an overlay of planning with different districts in which they are located, the plans and training for emergency preparedness must be updated and practical to be effective. Outside entities on the CCCOE campuses will use space that is designed strategically to optimize security for the CCCOE and for all on campus.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Inventory and updates to supplies	Safety Team inventories and updates safety sheds, safety bins, and other important supplies	Safety Team	Site Nurses/Safety Manager	Inventory Checklists
Staff participate every month in various emergency drills.	Communication with host CCCOE to coordinate and execute drills. Evaluation of fidelity of practice.	School Site Schedules/Safety Manager	Teacher/ Designee	Drill Checklists, post drill surveys
Staff training for emergency preparedness.	Training in first aid, CPR, non-violent crisis prevention and emergency preparedness, appropriate staff trained Suicide Prevention strategies.	Safety Manager, Local law enforcement, CSIG	Principal/ Designee	PD agendas, sign-ins, certification
Use of facilities designed with security and safety enhanced.	Room purposes, foot traffic patterns, and security systems updated to promote safety for all.	Safety Manager, Facilities Team	Principal, General Services Director, Safety Manager	Memos, Site Plan updates

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

Contra Costa County Office of Education SDC Programs Student Conduct Code

The County Board of Education believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on school transportation.

The County Superintendent of CCCOE or designee shall ensure that each school site develops standards of conduct and discipline consistent with County Board policies and administrative regulations. Students and parents/guardians shall be notified of County Office of Education and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

Conduct that endangers students, staff, or others (cf. 0450 – Comprehensive Safety Plan, cf. 5 131.7 – Weapons and Dangerous Instruments), including but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats.

Conduct that disrupts teaching, learning and/or a positive school environment. (cf. 5131.4 – Student Vandalism)

Discrimination, harassment, intimidation or bullying of students or staff, including, but not limited to, sexual harassment, hate-motivated behavior, cyberbullying, intimidation, hazing or initiation activity, extortion or any other verbal written or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program.

Damage to or theft of property belonging to students, staff, or the County Office of Education. (cf. 5131.4– Vandalism and Graffiti)

Possession or use of a laser pointer, unless used for valid instructional or other school- related purpose, including employment. (Penal Cole 417.27)

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

Obscene acts or use of profane, vulgar, or abusive language.

Use of a cell phone, smart watch, pager or other mobile communication device during instructional time or in an unauthorized manner in violation of CCCOE policy.

Plagiarism or dishonesty on schoolwork or tests. (cf. 6162.6 – Use of Copyrighted Materials)

Wearing of any attire that violates County Office of Education or school desk codes. (cf. 5132 – Dress and Grooming) Tardiness or unexcused absence from school. (cf. 5113 – Absences and Excuses, 5113.1 – Truancy)

Failure to remain on school premises in accordance with school rules.

Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs. (cf. 5131.6 – Alcohol and Other Drugs, 5131.62 – Tobacco)

Conduct Code Procedures

CA Educ Code § 35291 (2017)

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 CCCOE 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 CCCOE of the district of the availability of rules of the district pertaining to student discipline.

CA Educ Code § 35291.5 (2017)

(a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For CCCOE that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups: Parents, Teachers, School Administrators, School Security Personnel (if any), Junior High CCCOE and High CCCOE, pupils enrolled in the school.

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.

Students enrolled in the Contra Costa County Office of Education Special Education Programs are placed based on eligibility for services and the districts inability to serve students within their district of residence. Although students may exhibit various inappropriate and or challenging behaviors at school, these students are not typically suspended or expelled if the behavior is the result of their assessed disability. Strategies utilized to support appropriate student behavior are based on the assessed needs of individual students. Special Education Students Individualized Education Plan meetings will be held as needed, and behavior strategies and/or behavior plans will be initiated and revised to address new and reoccurring behavioral concerns.

Conduct Code Procedures Administrators and teachers shall design a complement of effective, age-appropriate strategies for

maintaining a positive school climate and correcting student misbehavior. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices. In addition, strategies shall reflect the preference for use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been exhausted and documented to have failed. (Ed Code 48900.5)

(K) Hate Crime Reporting Procedures and Policies

EC 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.

BP 5145.9

The Contra Costa County Office of Education believes that every student is to be protected from hate-motivated behavior. CCCOE strives to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of their race, ethnicity, culture, heritage, gender, gender identity, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

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

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

If hate speech by a student is related to their assessed disability, the Individual Education Program team will meet to discuss and put in place interventions to address the behavior in keeping with EC 48900.3 and BP 5145.9.

(J) Procedures to Prepare for Active Shooters

Current active shooter protocols, widely endorsed by the U.S. Department of Homeland Security (DHS), the Federal Emergency Management Agency (FEMA), and the Cybersecurity and Infrastructure Security Agency (CISA), recommend the "Run, Hide, Fight" strategy. This protocol outlines three basic options in order of preference to protect yourself and increase your chances of survival: Run (Evacuate): If an escape path is accessible, this is the best option.

Have an escape route and plan in mind.

Leave your belongings behind.

Help others escape if possible, but do not delay your own evacuation if they won't follow.

Once you are in a safe location, call 911.

Hide (Secure-in-place): If evacuation is not possible, find a place to hide where you are out of the shooter's view.

Lock and barricade the door with heavy furniture.

Silence your cell phone (including turning off vibrate mode) and any other sources of noise.

Hide behind large items and remain quiet.

Do not hide in groups; spread out to make it more difficult for the shooter.

Fight (Take action): As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the shooter.

Act with physical aggression and commit to your actions.

Improvise weapons from nearby items (e.g., fire extinguishers, chairs, scissors).

Yell and throw items at the shooter.

The primary objective of these protocols is personal survival, not subduing the attacker (which is the role of law enforcement).

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 will provide one version of training to adults (teachers and staff) and another version to students.
2. Use multiple forms of training: we will conduct tabletop scenarios and training drills. .
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.

The CCCOE has participated in Active Shooter Trainings. The protocols found in the Safety Folder follow that of the "Lockdown."

1. Bring everyone indoors.
2. Lock interior and exterior doors, close blinds.
3. Turn out the lights and maintain silence as much as possible.
4. Do not open the door until first responders open.
5. Account for all students.

All sites have moved toward having all doors locked during school hours as a standard daily operation.

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)

Any acts of bullying and or of cyberbullying will be taken seriously by the staff and administrators of COE. Preventative social skills instruction and behavior support are a core part of the Special Education programs at CCCOE.

Behavioral supports are often part of a student's Individualized Education Program, which also includes services and supports that student requires to be successful socially.

Cyberbullying, or bullying committed by means of an electronic act, may result in student discipline, including suspension or expulsion (EC section 48900 (r)). For these purposes, an "electronic act" means the transmission of communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager (EC section 32261). Generally, a school only has jurisdiction to discipline a student if the misconduct, including cyberbullying, occurred on campus, during the lunch period, at a school-sponsored event, or when the student is coming or going from school or a school event. A school may, in rare instances, discipline a student for off-campus misconduct if that misconduct presents a direct threat to the school's order and program.

Generally, the specific population enrolled in the CCCOE Special Education Programs are not students who independently access social media or text messaging. Each teacher provides "Safe technology instruction" that is appropriate with the developmental age

and abilities of the students. The educational program includes the kind and appropriate use of communication by any means.

However, if there is perceived cyberbullying, whether or not it has not spilled over to the school site, administrators may be approached by parents/guardians/students and asked to respond and assist.

Below is information for dealing with these requests:

1. Offer counseling or other intervention and supports. Formal student discipline isn't required to request a parent conference. While we may have limited capacity to discipline, we have unlimited capacity to educate.
2. Advise the complaining party that they should not respond but should block and report the cyberbullying. Advise the complaining party to report the problem to the Internet service provider (e.g., Verizon, AT&T, AOL); look for the "REPORT A PROBLEM," "REPORT ABUSE," or "SECURITY" tab for this function. The complaining party shouldn't delete the message but save and print it if possible.
3. If the parent/guardian feels that the child is in danger, the threats have increased, or activity has become more aggressive, parents/guardians/students may file a report with local law enforcement.

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 CCCOE and offices have access to emergency medication at each school 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 select CCCOE School sites and mediation 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. Should an emergency situation arise and students are not able to attend school for an extended amount of time, the LEA will provide technology and systems to offer independent study, or virtual instruction.

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 12/15/2025 and adopted by Contra Costa County Office of Education SDC Programs on February 18, 2026 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.

This Instructional Continuity Plan (ICP) was last revised on and adopted by CCCOE Special Education Programs 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. 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, Contra Costa County Office of Education SDC Programs will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

As required, CCCOE Special Education Programs will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency. Communication will be made by phone, email, messenger and public announcement

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

In-person communication with site and District educators and administrators at both planned and as needed meetings

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. Contra Costa County Office of Education (CCCOE) will use the school messaging system (e.g. robocalls, text messages, emails, and Aeries Parent Portal) and update the district and school websites. The agency will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication. If these forms of communication are not available, district 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.

Extra care and attention will be required for the more vulnerable students in the classroom. Identified staff will monitor individual mental health and social emotional need

Whole School Safety and Prevention Plan through the use of MTSS

1. System to connect with students and families to promote attendance and engagement.
2. The agency will consider strategies to become 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, Aeries Parent Portal).
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, prescription and patient

Access to Instruction

Timeline for Access to Instruction

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

As required, Contra Costa County Office of Education SDC Programs will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

The CCCOE will work to provide in person instruction in alternative settings should the emergency last more than 10 days. Efforts to locate neighboring schools and programs will ensure students have a safe school or alternative learning environment to attend.

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

All of the above.

Remote Instruction

Plans for remote instruction.

As required, Contra Costa County Office of Education SDC Programs 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.

As required, Contra Costa County Office of Education will provide 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. CCCOE has three primary instructional models: In-Person Model, Hybrid Learning Model, and Distance Learning Model.

The In-Person Model is traditional in-person instruction five days a week with enhanced safety protocols, with some modified block scheduling.

The Hybrid Learning Model combines in-person instruction two days a week with asynchronous distance learning the other two days. On Wednesdays students engage in independent learning activities while teachers have office hours and collaboration time.

The Distance Learning Model involves all instruction delivered remotely through synchronous and asynchronous learning. Each model has specific instructional minute requirements that must be met daily, and core instruction is to be delivered using the district's adopted curriculum. Assessments are a crucial part of the instructional plan. CCCOE and Mt. McKinley School uses both local and state assessments to monitor student learning. Local assessments include Renaissance STAR testing for Math and Reading, Reading Inventory for reading comprehension for ELs. State assessments include the ELPAC (English Language Proficiency Assessment of California) for English learners and the CAASPP (California Assessment of Student Performance and Progress), which includes the Smarter Balanced tests in English Language Arts and Math and the California Science Test. These assessments will be administered in person when possible, but the district would prepare to administer some assessments remotely. The plan also describes requirements for the use of specific assessments to ensure that students identified with special learning needs continue to have their needs met through the use of these assessments in identifying specific accommodations that must be provided.

Forms are available should the need arise for independent study programs, and should remote instruction be required, students will work from the Independent Study model or be relocated at an alternative site.

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.

CCCOE provides one to one devices for students who can access laptops or padlets. Students who require more complex equipment per thier IEP will be able to use equipment at home.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

All students will be provided technology and internet access to allow for remote instruction. Packets of paper work will be provided per IEPs and as needed to accommodate all student access.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Contra Costa County Office of Education SDC Programs 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:

Contra Costa County Office of Education 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:

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 and school 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, 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.

CCCOE 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. 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.

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.

CCCOE 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.

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.

CCCOE 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 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. CCCOE 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.

CCCOE will use its resources, such as its shared Teacher on Special Assignment and both internal and outside consultants to train and support staff in a pivot to remote instruction.

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.

CCCOE 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 COE 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.

CCCOE 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 in addition to the emergency supplies that the Contra Costa County Probation team has available. 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.

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, 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. Students have meals available on site

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, facility partners, 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 returning to site-based learning from a disruption, the Department of Health (or appropriate oversight body) must deem conditions safe to return, the school team must coordinate with Probation to create clear return to site-based learning protocols and procedures, and return to site-based learning plans must be communicated and shared with the parent, student, and staff community.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Contra Costa County Office of Education SDC Programs's Comprehensive School Safety Plan (CSSP).

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

This Instructional Continuity Plan (ICP) will be included as an integral component of CCCOE's Comprehensive School Safety Plan (CSSP) , 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.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

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

- annually at a school staff meeting
- upon implementation, as part of the incident follow-up

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.

The LEA affirms its commitment as a Safe Haven School District and complies fully with Assembly Bill (AB) 699, which requires school districts to implement policies and practices that protect the rights, privacy, and safety of immigrant students and their families. In accordance with California Education Code, state law, and Attorney General guidance, the LEA maintains clear procedures to ensure all students—regardless of immigration status—can attend school free from fear, discrimination, or intimidation.

1. Legal Background and Purpose

AB 699 (2017) – Safe CCCOE for Immigrant Students Act

AB 699 requires that:

- Districts adopt policies that prohibit discrimination, harassment, intimidation, and bullying based on immigration status.
- CCCOE protects the privacy of student information, especially regarding immigration status or place of birth.
- Staff receive appropriate training to ensure safe and equitable treatment of immigrant students.
- CCCOE develop protocols for responding to immigration enforcement actions on or near school grounds.

Safe Haven School District Commitment

As a Safe Haven school system, the LEA commits to:

- Providing a welcoming, inclusive environment for all families
- Ensuring safe access to educational programs regardless of immigration status
- Maintaining robust privacy protections
- Promoting trust and open communication with families

2. Prohibition of Immigration-Related Discrimination or Harassment

Consistent with AB 699 and district policy:

- No student shall be discriminated against based on actual or perceived immigration status, citizenship, or national origin.
- Bullying, harassment, or intimidation related to immigration is strictly prohibited.
- Staff must intervene when observing or being informed of immigration-related bullying or harassment.
- CCCOE discipline procedures address any violations promptly and appropriately.

3. Protection of Student Records and Privacy

To protect undocumented and immigrant families:

- CCCOE shall not collect or maintain information about a student's or family's immigration status unless required by law.
- Staff shall not release student information—including addresses, citizenship, place of birth, or family contact details—unless:

1. Required by a valid judicial warrant reviewed by district legal counsel; or

2. Required by law and verified through superintendent approval.

- Staff must follow strict FERPA and AB 699 guidelines regarding data confidentiality.

4. Protocols for Responding to Immigration Enforcement at School

The district has established a clear procedure for responding to suspected or actual immigration enforcement activity on or near campus. Core protections include:

Designated Responders Only

Only the principal, superintendent, or district legal counsel may interact with immigration enforcement officers.

Verification and Access Control

- The principal verifies the officers' identity without granting campus access.
- Only a lawful judicial warrant may permit entry or access to students or records, and only after legal review.

No Collection or Disclosure of Information

- Staff shall not ask about or document immigration status.
- No student is separated, interviewed, or detained due to immigration concerns.

Notification to Families

- The LEA notifies families per district policy and Attorney General guidance if enforcement activity is confirmed.
- Notices are provided in families' primary languages.

Maintaining Calm and Normal Operations

- Staff keep students safe, reassured, and within normal routines.

- Evacuation or lockdowns occur only if required for safety (not automatically triggered by immigration presence).

5. Safe Haven Communication and Training

Annual Staff Training

Staff receive annual training on:

- AB 699 requirements
- Safe Haven protections
- Student privacy and FERPA requirements
- Responding appropriately to immigration-related incidents
- De-escalation and trauma-informed support

Multilingual Family Outreach

- Families are informed of Safe Haven policies through letters, website postings, meetings, and translated materials.
- CCCOE ensure families are aware that no immigration inquiry will be made as a condition of enrollment.

6. Enrollment and Access to Education

Under AB 699 and Plyler v. Doe (1982):

- CCCOE may not deny enrollment based on citizenship or immigration status.
- CCCOE may not request information that would discourage enrollment, including Social Security numbers, passports, or visas.
- Students experiencing homelessness or housing instability are enrolled immediately in accordance with McKinney-Vento Act protections.

7. Student and Family Support Services

Safe Haven protocols ensure access to:

- CCCOE counseling and psychological services
- Referrals to community-based legal services for immigrant families
- Translated materials and interpreters
- Trauma-informed supports and mental health resources
- Community resource guides addressing food access, housing, healthcare, and legal aid

CCCOE maintain a welcoming, non-threatening environment to reduce fear and build trust.

8. Emergency Response and Crisis Support for Immigration-Related Trauma

- Counselors provide targeted emotional support to students experiencing fear, grief, or trauma due to immigration enforcement or family separation.
- CCCOE crisis teams are trained on culturally responsive approaches and trauma impacts on immigrant families.
- Staff monitor for elevated stress indicators, attendance disruptions, or academic decline and respond accordingly.

9. Continuous Review and Improvement

The LEA's Safety Team and administrative leadership:

- Review Safe Haven and AB 699 policies annually
- Evaluate procedures after any immigration-related incident
- Collect feedback from students, families, and community partners
- Update protocols based on legal changes and best practices

Required Notification Recipients

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

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

CCCOE has provided required information to families upon enrollment in COE schools

Notification Timing

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

Once the designated administrator (principal or superintendent) confirms the presence of immigration enforcement on or near CCCOE grounds, the LEA follows a controlled, safety-driven notification timeline designed to protect students, staff, and families while minimizing confusion and panic. Notifications are intentional, factual, legally compliant, and linguistically accessible.

1. Immediate Internal Notification (Within 5 Minutes of Confirmation)

After confirmation, the principal or site administrator will:

1. Notify the Superintendent and District Legal Counsel
2. Alert the CCCOE Safety Team / Crisis Response Team (CRT)

This step ensures:

- Proper legal review
- Accurate messaging
- Coordinated response
- No premature or incorrect information is shared

No public communication occurs during this stage to prevent misinformation.

2. Staff Notification (Within 10–15 Minutes of Confirmation)

Staff receive brief, factual communication such as:

“Administration has verified the presence of external enforcement personnel near campus. Students are safe. Please continue normal routines while following administrator guidance. Do not engage with enforcement personnel.”

Key goals:

- Maintain calm
- Prevent disruptions
- Avoid spreading unverified details
- Keep staff aligned with response protocols

Notifications are sent via staff email, internal messaging apps, or radio—whichever is fastest and safest.

3. Family Notification (Within 30–60 Minutes of Confirmation)

Once the Superintendent and legal counsel approve the message, families are notified using the district’s mass communication system (text, email, automated call) within 30–60 minutes of confirmation.

Why 30–60 minutes?

- Allows time for legal review
- Ensures accuracy
- Prevents panic or misinformation
- Confirms that no immediate threat exists to students
- Protects sensitive information and complies with AB 699 and FERPA

Family notification includes:

- Factual assurance that students are safe
- Clarification that no student information was shared
- Reminder of Safe Haven protections
- Directions not to rush to campus, to avoid creating congestion or risk
- Contact information for follow-up questions

Messages are distributed in all major languages spoken in the LEA.

4. Ongoing Updates (As Needed, Every 60–90 Minutes)

If the situation continues, the LEA provides regular updates:

- At least every 60–90 minutes
- More frequently if the situation changes
- Through multiple channels (website, text, email)

Updates include:

- Status of campus safety
- Any change in law enforcement presence
- Reassurance of student protection procedures
- Guidance regarding pick-up, dismissal, or holding students in place

5. Post-Incident Communication (Within 24 Hours)

Within 24 hours after the incident concludes, the LEA provides a comprehensive follow-up communication that includes:

- A factual summary of the event (within legal limitations)
- Confirmation that student rights and privacy were protected
- Information on available counseling or support services

- Reaffirmation of the district’s Safe Haven/AB 699 commitments
- Contact information for district, legal, and community resources

This communication is distributed in all required languages.

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.

All notifications issued following the confirmation of immigration enforcement activity on or near a CCCOE Site shall be carefully crafted and timed to prioritize the safety, emotional well-being, and stability of students, staff, and the broader school community. The LEA adheres to AB 699, California Attorney General model policies, and Safe Haven protocols to ensure communication is factual, legally compliant, and delivered in a manner that avoids unnecessary alarm.

1. Guiding Principles for Notification Content

The content of notifications must:

- Prioritize student safety and emotional well-being by offering reassurance that students are protected and learning continues uninterrupted.
- Avoid creating panic or fear, particularly among immigrant students or mixed-status families.
- Provide factual and limited information, stating only what has been confirmed by administrators and legal counsel.
- Reaffirm Safe Haven and AB 699 protections, including privacy rights and the district’s non-cooperation stance without a judicial warrant.
- Avoid speculation or reference to unconfirmed details that could cause confusion or distress.
- Be provided in all major languages spoken within the CCCOE community to ensure accessibility and understanding.
- Clarify that the presence of immigration enforcement does not pose an immediate threat to students on campus, unless otherwise determined by law enforcement.

Messages will include supportive, trauma-informed language designed to maintain calm and stability.

2. Guiding Principles for Notification Timing

The timing of notifications must:

- Allow for proper verification by the principal, superintendent, and legal counsel before informing the broader CCCOE community.
- Avoid immediate, premature alerts that could generate fear or disrupt campus stability before facts are confirmed.
- Be issued only when it is safe, appropriate, and legally permissible to do so.
- Consider the impact on students and staff currently on campus, ensuring that notification does not disrupt instruction or create unsafe conditions during an unfolding situation.
- Reflect situational urgency while being measured enough to prevent panic among vulnerable families.

Notifications typically occur:

- Within 30–60 minutes after confirmation of immigration enforcement activity
- After ensuring student and staff safety is secured
- Once a coordinated message has been legally reviewed to protect student privacy

This timing supports safety, reduces community anxiety, and ensures accurate information is shared.

3. Trauma-Informed Approach to Content and Timing

Because immigration enforcement can cause fear and emotional distress, especially among immigrant or mixed-status families, the LEA applies trauma-informed principles:

- Notifications avoid triggering terminology, sensational language, or unnecessary detail.
- Messaging emphasizes stability, safety, and continuity of care.
- School counselors, psychologists, and mental health teams are placed on standby to support students and staff.
- Updates are delivered at intervals that maintain reassurance without overwhelming the community.

4. Considerations for Community Well-Being

When planning both content and timing, administrators will consider:

- Whether families may become fearful and rush to the CCCOE, potentially creating safety hazards.
- The risk of misinformation spreading on social media, which underscores the importance of controlled, factual messaging.
- The need to maintain calm within classrooms, supporting teachers in continued instruction.

- Cultural and linguistic responsiveness, ensuring messages are accessible to all families regardless of English proficiency.
- The psychological impact on students, especially those who may fear family separation.

5. Commitment to Safety and Stability

All actions, including the messaging timeline, are guided by the LEA's duty to:

- Maintain a secure, supportive environment for students and staff
- Uphold legal rights and privacy protections under AB 699, FERPA, and Safe Haven policies
- Support the emotional and mental well-being of the school community
- Prevent confusion, panic, or disruption to campus operations

The district will continue to refine these protocols annually to reflect updated legal guidance and feedback from students, parents, staff, and community partners.

Privacy Constraint

The notification shall not include any personally identifiable information.

In accordance with AB 699, FERPA, and California Attorney General Safe Haven School policies, all notifications issued in response to confirmed immigration enforcement activity shall exclude any personally identifiable information (PII) about students, family members, or staff. This requirement is essential to protecting the rights, privacy, and safety of all CCCOE community members.

1. Prohibition on Including Personally Identifiable Information (PII)

Notifications issued to staff, families, or the broader CCCOE community shall not include:

- Student names
- Parent or guardian names
- Addresses or locations of specific students
- Citizenship or immigration status
- Family or household information
- Identifying demographic details
- Class schedules, homeroom information, or teacher assignments
- Any other data that could identify an individual student or family, directly or indirectly

This prohibition applies to all communication channels, including:

- Emails
- Automated calls
- Text messages
- Website posts
- Letters or printed notices
- Social media
- Internal staff communication tools

2. Purpose of PII Exclusion

The exclusion of personally identifiable information is required to:

- Protect student privacy rights under FERPA and state law
- Maintain the safety of students and families, especially those impacted by immigration issues
- Prevent fear, stigmatization, or targeting of specific families
- Ensure neutrality and minimize panic within the CCCOE community
- Maintain trust between the district and families who may already be vulnerable

PII may only be released in response to a valid judicial warrant that has been reviewed by district legal counsel and approved through the superintendent.

3. Required Content of Notifications (Without PII)

Notifications should focus only on:

- Present, factual information regarding campus safety
- Confirmation that the school is following legal protocols
- Reassurance that no student records or information were released
- General Safe Haven and AB 699 protections
- Guidance for families on where to access support or information
- The status of CCCOE operations (e.g., "Students are safe and learning continues as normal.")

No reference to specific students, families, or staff shall be made.

4. Staff Responsibilities to Protect PII

All staff must:

- Follow district protocols for safeguarding student information
- Refrain from generating or sharing information related to immigration status
- Avoid speculation or informal discussion that could reveal or imply identifying information
- Report any privacy concerns immediately to the principal or superintendent
- Use only district-approved templates and communication channels

Staff are trained annually on FERPA, AB 699, and Safe Haven protocols to ensure compliance.

5. Legal Compliance

This requirement is grounded in:

- AB 699 – Safe CCCOE for Immigrant Students Act
- FERPA – Family Educational Rights and Privacy Act
- California Attorney General Safe Haven Guidance (2017)
- Education Code §§ 234.1, 48204.1 (prohibitions on immigration-related discrimination and record collection)

Failure to adhere to these requirements may result in legal liability and disciplinary action, underscoring the importance of strict compliance.

6. Commitment to Community Trust and Safety

By ensuring that no notification includes personally identifiable information, the LEA protects:

- The dignity, safety, and privacy of all students
- The sense of belonging and security within the school community
- Family trust in the district’s ability to safeguard sensitive information
- Compliance with legal mandates designed to protect immigrant families

This policy supports the LEA’s commitment as a Safe Haven School District and reinforces its dedication to student well-being and civil rights protections.

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 accurate, timely, and confidential communication—especially during sensitive situations such as immigration enforcement notifications—the LEA uses secure, redundant two-way communication systems that reach students, families, faculty, and staff. All communication platforms meet district security standards, support multiple languages, and comply with data privacy laws including FERPA, AB 699, and California Attorney General Safe Haven guidance.

1. Primary Secure Communication Systems

The LEA maintains multiple structured, secure systems to ensure reliable two-way communication:

A. Mass Notification System (Voice, Text, Email)

Examples: Blackboard, ParentSquare, SchoolMessenger, Remind.

- Used for urgent alerts, safety notifications, and official district communication.
- Allows two-way feedback channels for families to respond or request clarification.
- Supports multilingual messaging automatically.
- Maintains secure contact databases updated through SIS (Student Information System).
- Encryption safeguards message content and contact information.

B. School Information System (SIS) Portals

Examples: Aeries, PowerSchool, Infinite Campus.

- Families access secure messages, attendance alerts, grades, notices, and documents.
- Two-way messaging allows parents to ask questions or respond directly to staff.
- SIS platforms use password protection, multi-factor authentication (MFA), and data encryption.
- All access is logged and monitored for security.

C. District Email System

- Staff use district-issued email accounts only—not personal email—for all official communication.
- Messages containing sensitive information are encrypted.

- Staff follow protocols for avoiding the disclosure of personally identifiable information (PII).
- Email is used for internal two-way communication and staff coordination.

D. Virtual Communication Platforms

Examples: Google Classroom, Canvas, Seesaw, Microsoft Teams.

- Support two-way educator–student communication, especially during remote or hybrid learning.
- Platforms are configured with privacy protections appropriate for minors.
- Only district-approved platforms are used to prevent unauthorized access.

E. Telephone or Voice Call Systems

- Used for families with limited internet access.
- Interpreters or bilingual staff are available for calls in multiple languages.
- Calls are documented and logged by school administrators.

2. Backup Communication Methods

In the event of power outages, system failures, or emergencies:

A. Two-Way Radios

- Used by administrators, custodial teams, safety officers, and front-office staff.
- Provide immediate communication on-site when digital systems are unavailable.
- Channels are encrypted or restricted whenever possible.

B. Runners or In-Person Notification

- Designated staff deliver messages room-to-room or to evacuation zones when technology is disrupted.
- Used only when safe.

C. Hardcopy Notices

- Sent home with students or provided at reunification points if electronic communication is unavailable.

3. Maintenance and Security of Communication Systems

The LEA maintains strict protocols to ensure reliability and secure operation:

A. Regular System Testing

- Mass notification systems tested at least three times per year.
- Radios tested monthly.
- SIS portals undergo scheduled maintenance and updates.

B. Cybersecurity Oversight

- IT staff monitor systems for breaches, unauthorized access, and performance issues.
- Firewalls, encryption, secure servers, and MFA are used to protect data.
- Staff receive annual cybersecurity and privacy training.

C. Data Accuracy and Updates

- Contact information is updated in the SIS at least quarterly and immediately upon family request.
- Families receive multilingual reminders to update phone numbers and emails.

D. Platform Compliance

- Only platforms approved by the district undergo a privacy and security vetting process before use.
- All systems must comply with FERPA, COPPA, CIPA, AB 699, and state data privacy laws.

E. Staff Access Control

- Only authorized personnel may send mass notifications or access communication dashboards.
- Permission levels are monitored and reviewed quarterly.

4. Family Accessibility and Support

To ensure equitable access to communication:

- All messages are delivered in the parent’s primary language using translation features within mass communication systems.
- Families may reply to messages or request clarification in their preferred language.
- Hotlines or front office phone support are available for families without technology access.
- Training sessions and guides help families use portals and apps confidently.

5. Communication Logs and Documentation

For accountability and legal compliance, the LEA:

- Maintains time-stamped logs of all outgoing alerts and two-way responses.
- Documents staff communication related to emergencies or sensitive notifications.
- Stores communication records securely according to state retention requirements.

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).

To support families during situations involving immigration enforcement activity, and in alignment with AB 699, Attorney General Safe Haven Guidance, and district policies, notifications may include hyperlinks to approved informational resources. These resource links help families understand their rights, protect their privacy, and access supportive services while minimizing fear or panic within the community.

Importantly, even when hyperlinks are included, no personally identifiable information (PII) is ever shared.

1. Educational Rights Resources

Notifications may include a hyperlink to district-approved or state-recommended resources that explain:

- Students' right to a free public education regardless of immigration status (*Plyler v. Doe*).
- Enrollment rights that prohibit CCCOE from collecting citizenship or immigration information.
- AB 699 protections against discrimination or harassment based on immigration status.
- Safe Haven School District commitments.

Examples of links that may be included:

- California Department of Education (CDE) "Safe Havens" resource page
- LEA's own Educational Rights webpage
- Attorney General's "Know Your Rights" information for students and families

These resources help ensure families understand that the school remains a safe and protected environment.

2. Privacy and Confidentiality Protections

Notifications may include hyperlinks explaining:

- State and federal laws that protect student privacy, including:

o FERPA (Family Educational Rights and Privacy Act)

o California Education Code §§ 234.1, 48204.1

o AB 699 requirements

- The LEA's commitment not to collect or disclose immigration-related information.
- Policies confirming that the school does not share student information unless required by a valid judicial warrant reviewed by legal counsel.

Resources may link to:

- District privacy policy pages
- California Attorney General Safe Haven model policies
- CDE's guidance on data privacy

These links reassure families that school staff will not release sensitive information.

3. Counseling and Support Services

Notifications may include hyperlinks to available support resources, such as:

A. Mental Health and Counseling Resources

- CCCOE counseling or wellness center webpage
- District mental health support information
- County mental health services or warm lines
- Culturally responsive emotional support organizations

B. Community-Based and Trauma-Informed Support

- Local immigrant family resource centers
- Nonprofit organizations offering legal support, crisis intervention, or family assistance
- Multilingual hotlines and rapid-response networks (as allowed by district policy)

C. Supports for Families Impacted by Immigration Enforcement

- District-approved legal aid organizations
- Community rapid response coalitions

- Family safety planning resources
- Support groups for students experiencing fear, trauma, or family separation
- Any Safe Haven model policies or district-specific guidance

D. Model Policies Adopted by the LEA

Notifications may link to vetted district-approved documents such as:

- LEA’s Safe Haven Resolution
- LEA’s Immigration Enforcement Response Protocol
- AB 699 implementation policy
- LEA’s Student Privacy Protections Guide

These links reassure families that the district follows state law and prioritizes student safety and well-being.

4. Requirements for All Included Hyperlinks

To ensure safety and accessibility:

- Links must be district-approved, legally vetted, and consistent with Safe Haven policies.
- All linked resources must be multilingual or available in the community’s major languages.
- Hyperlinks may not connect to any site requiring personal information or sign-ins.
- Resources must not appear to provide legal advice unless explicitly approved by the LEA’s legal counsel.
- The inclusion of links must not compromise privacy or stigmatize any student group.

5. Example Notification Language (Template)

“For information on your family’s educational rights, privacy protections, or community-based support services—including counseling and resources for families affected by immigration enforcement—please visit the resources linked below. No student information has been shared, and the school remains committed to your family’s safety and well-being.”

This template avoids PII, reduces panic, and provides supportive, empowering information.

Annual Evaluation

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.

1. Ongoing Evaluation and Amendments

- The CCCOE Safety Planning Committee will review the plan whenever circumstances change or new requirements arise, including:

o Legislative or policy updates (e.g., AB 699, SB 848, SAFE Act requirements)

o Emergencies, critical incidents, or lessons learned

o Changes in school facilities, operations, or staffing

o Feedback from stakeholders, post-incident debriefs, or community input

- Amendments may be made at any time to strengthen safety protocols, communication procedures, or operational readiness.

2. Required Annual Review

- At minimum, the plan shall be evaluated once each year during the scheduled CCCOE Safety Planning Committee meeting.
- The annual evaluation will include:

o Reviewing all safety procedures and updates

o Assessing the effectiveness of prior year implementations

o Verifying alignment with state and federal laws

o Updating contact information, roles, and organizational charts

o Identifying gaps, improvement areas, and emerging risks

- Documentation of the annual review will be recorded in committee minutes and maintained for district compliance.

3. Stakeholder Participation

- The annual review process will include input from:

o Administrators

o Teachers and classified staff

- o CCCOE counselors and mental health providers
 - o Parents or guardians
 - o Students (as appropriate)
 - o Local law enforcement or first responders
 - o Community partners supporting safety and wellness
 - Stakeholder involvement ensures the plan reflects the diverse needs of the school community.
4. Approval and Adoption
- After review and amendment, the Safety Planning Committee will recommend updates to the governing board or designated approving authority as required by law.
 - Updated versions of the plan will be shared with school staff and made accessible to families in accordance with district policy.
5. Continuous Improvement Commitment
- The CCCOE Safety Planning Committee is committed to:
- Maintaining a proactive approach to CCCOE safety
 - Using data, incident reports, and community feedback to drive improvements
 - Ensuring all components of the plan reflect best practices in preparedness, response, recovery, and instructional continuity
- This ongoing cycle of evaluation and improvement ensures the plan remains a living, relevant document that supports the safety and well-being of the entire CCCOE community.

Public Availability

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

The CCCOE is committed to transparency and compliance with state law regarding public access to safety planning documents. In alignment with Education Code requirements, all safety-related plans and materials are maintained in an updated form and made available for public inspection upon request.

1. Availability of Safety-Related Documents

The CCCOE shall ensure that an updated file of all safety-related plans and materials is readily available for public inspection, including but not limited to:

- The Comprehensive School Safety Plan (CSSP)
- Emergency Operations Plan (EOP)
- Site-specific safety procedures
- Evacuation and reunification protocols
- Disaster preparedness and emergency response materials
- Safety committee meeting agendas and minutes (as allowable by law)
- Required annexes (e.g., Disaster Procedures, Safe Ingress/Egress, Safe Haven/AB 699 policies, Opioid Response, Cardiac Emergency Response)

Documents containing sensitive or confidential information (such as tactical response details or student-specific data) will be redacted or withheld as required by law.

2. Location of Documents

Updated files shall be stored in designated accessible locations, such as:

- The CCCOE's main office
- The district office
- The CCCOE website (posted versions)
- Other publicly accessible areas identified by the LEA

Digital copies may also be provided, consistent with accessibility and language requirements.

3. Public Inspection Procedures

Members of the public may request to inspect the safety plan and related materials during regular business hours. Procedures include:

- Requests may be made in person, by phone, by email, or through the district's request portal.
- The CCCOE will provide documents promptly, in accordance with the California Public Records Act (PRA).
- Staff shall verify that only non-confidential and legally permissible sections are provided.

- Copies may be offered in print or digital form, consistent with district policy.

4. Accessibility Requirements

To ensure equity and accessibility:

- Posted and publicly available versions of the safety plan shall be provided in the primary languages spoken by families within the LEA, as required by law.
- Digital versions shall comply with ADA accessibility standards.
- Staff will provide assistance to individuals with disabilities or those requiring translation support.

5. Frequency of Updates

Safety plans and related materials are updated:

- At least annually
- Whenever significant policy changes occur
- After major safety incidents or drills
- When new legislation (e.g., SB 153, SB 848, SAFE Act) requires updates

The most recent version will always be the one made available for public inspection.

6. Protection of Sensitive Information

In accordance with FERPA, AB 699, and other applicable laws:

- Personally identifiable student information (PII) will be redacted.
- Tactical response details, security vulnerabilities, or confidential operational procedures may be excluded as permitted by law.
- Only the publicly shareable portions of the CSSP and related materials will be provided.

7. Commitment to Transparency

The CCCOE affirms its commitment to maintaining public trust by ensuring all legally required safety documents are accessible, up-to-date, and clearly communicated. This transparency supports community engagement, strengthens safety readiness, and upholds California’s public access requirements.

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

This Comprehensive School Safety Plan (CSSP) has been developed, implemented, and maintained in accordance with California Education Code requirements. To ensure full compliance and best practices in school safety, the plan aligns with the California Department of Education (CDE) Checklist for Developing a Comprehensive School Safety Plan, which the CDE is required to maintain and conspicuously post on its public website.

1. Compliance with CDE Checklist Requirements

The CCCOE Safety Planning Committee ensures that all components of this plan meet or exceed the standards outlined in the CDE Comprehensive School Safety Plan Checklist, including:

- CCCOE climate and discipline policies
- Disaster procedures and emergency response protocols
- Safe ingress and egress
- Procedures for conducting risk assessments
- Mandated sections for lockdown, fire, earthquake, and natural disaster responses
- Student mental health and wellness supports
- Collaboration with law enforcement and first responders
- Policies related to Safe Haven school protections and AB 699 compliance
- Mandated annual review and public availability requirements
- Instructional continuity planning and post-disaster recovery

The checklist is used as a quality assurance tool to confirm that all required elements are included, updated, and implemented effectively.

2. Annual Review Against the Checklist

- The plan is evaluated at least once a year, and part of the evaluation process includes a comprehensive review using the CDE checklist as a verification guide.
- During the annual review, each item on the checklist is examined to ensure:

- o Accuracy
- o Legal compliance
- o Practical implementation
- o Alignment with current safety needs, community expectations, and emerging threats
 - Any areas identified as incomplete or requiring improvement are updated promptly.

3. Use of the Checklist for Continuous Improvement

The CDE checklist provides a statewide standard for:

- Emergency preparedness
- Behavioral threat assessment
- Student support systems (SEL, mental health, wellness)
- Site security and safety infrastructure
- Communication protocols
- Compliance with new laws (including SB 153, SB 98, SB 848, the SAFE Act, and other mandates)

The CCCOE Safety Planning Committee uses the checklist during:

- Initial plan development
- Annual updates
- After-action reviews following drills or critical incidents
- Evaluations of instructional continuity and safety readiness

This ensures continuous improvement and adherence to the most up-to-date guidance.

4. Public Availability of the Checklist

In accordance with state requirements:

- The CDE Comprehensive CCCOE Safety Plan Checklist is posted conspicuously on the California Department of Education's official website.
- The school will also provide a link to the checklist upon public request or as part of safety communications with families.
- Families and community members may use this checklist to understand the structures, requirements, and protections included in the CSSP.

5. Commitment to Transparency and State Standards

By aligning with the CDE checklist, the LEA ensures that:

- The plan is consistent with statewide expectations for school safety
- All legally required content is included and regularly updated
- The plan is transparent and easy for the public to understand
- The LEA remains accountable to students, families, staff, and the community
- The CCCOE adheres to best practices in prevention, response, recovery, and instructional continuity

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.

Policy developed in August 2024 states that students are only allowed to use phones when there are educational activities which include cell phone usage.

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).

In accordance with California Education Code § 48901.7, the CCCOE implements clear procedures for recognizing, documenting, and honoring lawful exceptions to smartphone restrictions. These procedures ensure that students who require access to smartphones for approved instructional, medical, or disability-related purposes are accommodated safely, appropriately, and without discrimination.

The following exceptions must be recognized by all staff:

1. Exception Authorized by a Teacher or Administrator

A student may possess or use a smartphone when permitted by a teacher or administrator, subject to reasonable limitations.

Procedures

- Permission may be granted verbally or in writing by:
 - o The classroom teacher
 - o A site administrator (principal, assistant principal)
 - Teachers may set clear limitations, such as:
 - o Specific time periods
 - o Approved purposes (e.g., calculator, research, translation tools)
 - o Restrictions on calls, texting, camera use, or social media
 - Teachers must communicate these limitations to the student in a clear, age-appropriate manner.
 - If permission is ongoing (e.g., for academic tools), the teacher may document it in class expectations or lesson plans.
 - Administrators who grant exceptions must record the permission in the CCCOE's student information system (SIS) or behavior log if the exception is long-term or CCCOE-wide.

2. Exception Authorized for Medical or Health Needs

A student may possess or use a smartphone when a licensed physician or surgeon determines that the smartphone is necessary for the student's health or well-being.

Procedures

- Parents/guardians must provide a written note or medical order from a licensed physician or surgeon.
- The documentation must specify:
 - o The health-related need
 - o Whether continual access is required
 - o Any recommended restrictions or safeguards
 - The CCCOE's nurse or designated health staff will:
 - o Review the documentation
 - o Add it to the student's health file
 - o Communicate the exception to relevant teachers and administrators
 - Staff shall not question or challenge the medical necessity once properly documented.
 - The student will not be penalized for having or using the device in accordance with medical needs.

3. Exception Required by a Student's Individualized Education Program (IEP)

A student may possess or use a smartphone when the accommodation is required as part of the student's IEP.

Procedures

- The IEP team must identify and document the smartphone-related accommodation, such as use for:
 - o Communication apps
 - o Assistive technology tools
 - o Medical monitoring apps
 - o Behavioral or safety plans
 - IEP meeting notes, service plans, and accommodation pages must reflect:
 - o Specific purpose of smartphone use
 - o When and how the student may use the device
 - o Any campus limitations or safety safeguards
 - Case managers ensure that all relevant teachers and staff are informed of the IEP accommodation.
 - Staff must comply with the IEP and may not restrict access in ways that interfere with the student's free appropriate public education (FAPE).
 - Any concerns about misuse must be addressed through the IEP process—not disciplinary consequence.

4. Staff Training and Awareness

To ensure consistent implementation, staff receive annual training on:

- California Education Code § 48901.7
- Medical and disability-related accommodations
- Recognizing valid exceptions
- Trauma-informed and nondiscriminatory enforcement
- Documentation requirements when granting or reviewing exceptions

5. Documentation, Privacy, and Non-Discrimination Requirements

- All exceptions must be handled confidentially and comply with FERPA, HIPAA, and disability laws.
- Students with exceptions must not be:

o Stigmatized

o Singled out

o Disciplined for permitted use

- Staff must verify all exceptions before taking disciplinary action for smartphone possession or use.

6. Communication with Families and Students

The CCCOE will inform families of:

- Smartphone restriction policies
- The three state-mandated exceptions
- How to request or document an exception
- Who to contact for medical or IEP-related questions

Information is provided in families' primary languages.

Safety Plan Review, Evaluation and Amendment Procedures

Annual review

Emergency Contact Numbers

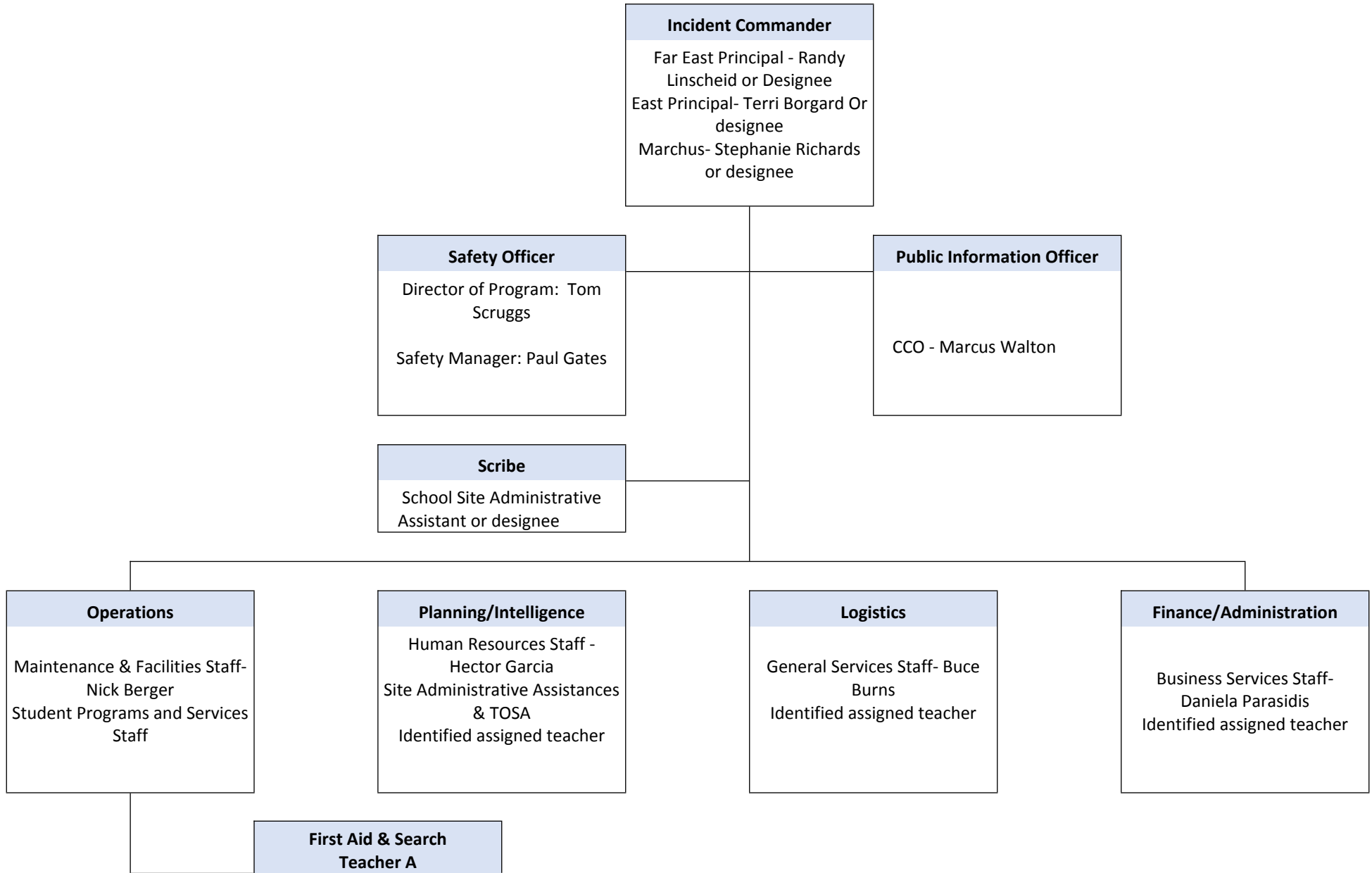
Utilities, Responders and Communication Resources

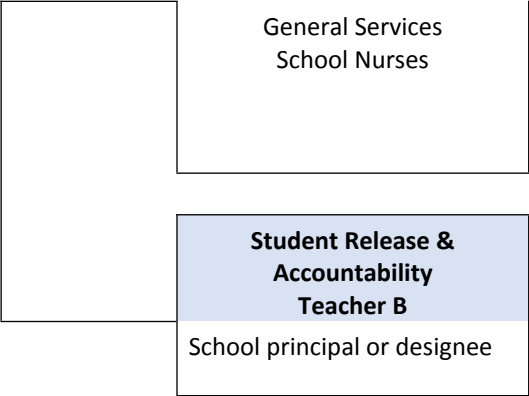
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	County Sheriff's Department	(925)646-2441	
Law Enforcement/Fire/Paramedic	Brentwood Police Department	(925) 634-6911	Non Emergency (925) 809-7911
Law Enforcement/Fire/Paramedic	Antioch Police Department	(925)799-6900	Non Emergency (925)778-2441
Law Enforcement/Fire/Paramedic	Oakley Police Department	(925) 625-8855	Non Emergency (925)625-8060
Law Enforcement/Fire/Paramedic	Pittsburg Police Department	(925)252-4980	Non Emergency (925)778-2441
Law Enforcement/Fire/Paramedic	Concord Police Department	(925)671-3200	Non Emergency (925)671-3333
Law Enforcement/Fire/Paramedic	Richmond Police Department	(510)233-1214	Non Emergency (510)233-1214
Law Enforcement/Fire/Paramedic	East Contra Costa Fire Protection	(925)934-4421	Dispatch
Public Utilities	PG&E	(800)743-5000	Power Outage (800)743-5002
School District	CCCOE Communication Office	(925)942-3420	(925)858-2942 (c) Marcus Walton
School District	CCCOE General Services	(925)942-3333	Bruce Burns
School District	CCCOE Safety Manager	(925)942-3339	(925)699-0546 (c) Paul Gates

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)
Safety Meeting and Nurses training for emergency medical situations (epi-pen/narcan)	September 24, 2025, August 14 and 28, 2025 1:00 pm	Agenda and Power Point
Safety Trainings: Active Shooter, CPI, CPR, and \Emergency Preparedness PDs	September- October 2025 and as needed	PD Calendar
Safety Committee Walk Thru Prep	June 12-July 3 2025	Checklist for Supplies on all sites by Nurses
Whole Staff Safety Information Meeting	December 17, 2025 12:30 pm	Agenda
Safety Admin. Overview	January 6, 2025 11:30am	Calendar Invitation
Safety Committee Meeting	10/15/25 and 11/5/25, 4/8/26	Agenda
School Administrators Document Safety Plan Updates	December 18, 2025 1:00pm	PD Calendar/agendas
Safety Committee Meeting	January 29, 2026 2:30pm, Jan 28, 2026, 2025 1:00pm	Agenda
Staff Online Training: Active Assailant Training, Bloodborn Pathogen Exposure, Injury and Illness Prevention, Mandated Reporter, sexual Harassment Prevention	August and September 2025	PD Calendar
Shared with law enforcement	1/20/26	

Contra Costa County Office of Education SDC Programs Incident Command System





Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management, Planning, Operations, Logistics, Finance/ Administration

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

Identification of the emergency by the Incident Commander or Alternate. Follow any alerts from the site host school.

Step Two: Identify the Level of Emergency

Determination by the Incident Commander or Alternate

Step Three: Determine the Immediate Response Action

Response is determined by Safety Plan. Initial response by staff and students will almost always include one or more of the following Emergency Actions: Lockdown; Secure Campus; Shelter in Place; Earthquake Take Cover and Hold; Evacuation; Off Site Evacuation; Active Threat; Structured Reunification; All Clear.

Step Four: Communicate the Appropriate Response Action

The Incident Commander will contact the Director and will provide direction either in person or by other means as necessary, including public address system, email, phone, text, and/or use of "all-call" system. Guidelines of the host school will be followed. Teachers to follow guidelines outlined in Safety Plan and Incident Command System.

See CCCOE Incident Communication Protocol & Flowchart in Attachments.

https://www.ccco.k12.ca.us/UserFiles/Servers/Server_1077313/File/About/Stewart%20Center%20Information/School%20Safety%20Protocol/IncidentCommunicationProtocolFlowchartBD.pdf

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 District Support Team, Central Office.
- Determine whether to implement evacuation procedures.
- Students and staff should be assembled in an area as far from the crash scene as possible and should be uphill and upwind from the crash.
- Provide for 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.

If this emergency is such that we can no longer remain on our school campuses, a secondary evacuation site will be determined and shared with staff and student families.

Animal Disturbance

Contain the situation so that no students have contact with the animal. Upon discovery of an animal, staff members will attempt to isolate the animal from students or students from the animal, if it is safe to do so. If the animal is outside,

Procedures:

- Principal/administrator/ designee call animal services. (Contra Costa County Animal Control 925-608-8400.)
- 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:

- 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 lock down procedure is in place,
- Ensure incident safety and call 9-1-1, if possible,
- Providing information to internal and external stakeholders (follow emergency response protocols)
- Establishing and maintaining liaison with other agencies participating in the incident

If this emergency is such that we can no longer remain on our school campuses, a secondary evacuation site will be determined and shared with staff and student families.

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, Director over Student Services 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 all clear or evacuation signal.

If this emergency is such that we can no longer remain on our school campuses, a secondary evacuation site will be determined and shared with staff and student families.

Bomb Threat/ Threat Of violence

Bomb Threat Procedures:

In most cases, threats of a bomb or other explosive device will be received by telephone.

1. Attempt to gain as much information as possible using the "Bomb Threat Checklist". Do not hang-up on the caller.
2. 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, Director Student Services and the Communication Director.
3. Instruct all students and staff to turn off cellular devices and radios,
4. Sound the fire alarm to evacuate all involved buildings,
5. Secure all campus exits to prevent re-entry to buildings,

6. Follow directions from the appropriate Responding Police Agency,
 7. If a letter is sent as a threat, reduce the amount of handling. Use gloves or material to handle until police arrive.
 8. Re-occupy buildings when clearance has been given by the Police and at the discretion of the School Administrator,
- If this emergency is such that we can no longer remain on our school campuses, a secondary evacuation site will be determined and shared with staff and student families.

Bus Disaster

COE does not provide student transportation to and from CCCOE. This is the responsibility of the individual school districts who place students in COE programs.

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

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

This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions based on the nature of the emergency, age of children, location of bus, or other unique circumstances

SCENARIO 1: EARTHQUAKE:

1. The driver should issue DUCK AND COVER
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. Contact the School Administrator to report location and condition of students and the bus.
6. If the bus is disabled, stay in place until help arrives.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
8. If instructed to continue route, the driver should:
 - ? If en route to school, continue to pick up students.
 - ? If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, return back to school grounds.
9. If it is possible to return to school, proceed back to the bus stop indicated on the bus route map. Upon arriving at the bus stop, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
10. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
11. The driver will account for all students and staff throughout the emergency.

SCENARIO 2: FLOOD:

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

SCENARIO 3: SERIOUS ACCIDENT OR BUS FIRE:

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Move away from bus due to possibility of explosion.
5. Check for injuries and provide appropriate first aid.
6. Call "911" and provide exact location of the bus and wait for arrival of emergency responders.

6. Contact the School Administrator and Bus Dispatch to report location and condition of students.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
8. Stay within general area until help arrives.
9. The driver will account for all students and staff throughout the emergency.

Cardiac Arrest

The school maintains a comprehensive Cardiac Emergency Response Plan (CERP) to ensure rapid, coordinated, and effective life-saving actions in the event a student, staff member, or visitor experiences sudden cardiac arrest (SCA) on campus. These procedures align with American Heart Association (AHA) guidelines and California Education Code requirements for automated external defibrillators (AEDs).

1. Immediate Recognition of Cardiac Arrest

A cardiac arrest emergency is suspected when an individual:

- Collapses suddenly or becomes unresponsive
- Exhibits no normal breathing or only gasping
- Shows no signs of circulation (e.g., no pulse detected)

Any person on campus may activate the Cardiac Emergency Response Plan upon recognizing these symptoms.

2. Activation of Emergency Response (Within Seconds)

Step 1 — Call for Help

- The first responder shouts for help and directs a specific person to:

o Call 911 immediately

o Notify the front office and/or site administrator

o Bring the nearest AED to the victim's location

Step 2 — Begin CPR

- The first responder begins hands-only CPR immediately:

o Push hard and fast in the center of the chest

o Rate: 100–120 compressions per minute

o Depth: 2 inches (adults/teens), 1.5 inches (children)

No one should delay CPR while waiting for an AED.

3. AED Retrieval and Use (Within 2–3 Minutes)

AED Locations

The school ensures AEDs are:

- Placed in strategically accessible, well-marked areas
- Available during school hours and at extracurricular events
- Registered with local EMS agencies as required
- Maintained, tested, and inspected regularly

Using the AED

Once the AED arrives:

1. Turn on the AED—it provides step-by-step voice instructions.

2. Expose the chest and apply AED pads as indicated.

3. Ensure no one touches the victim during rhythm analysis.

4. Deliver a shock if instructed by the AED.

5. Immediately resume CPR after shock delivery or if no shock is advised.

Continue CPR and AED cycles until EMS arrives and takes over.

4. Roles and Responsibilities During Response

First Responder

- Assesses responsiveness
- Initiates CPR
- Directs others to call 911 and retrieve AED
- Continues CPR until relieved

Second Responder

- Calls 911

- Alerts administrator and front office
- Brings AED to the scene

Administrator or Designee

- Coordinates emergency responders and crowd control
- Ensures the area is clear
- Sends someone to guide EMS to the victim
- Notifies district leadership
- Activates school crisis response protocol if appropriate

School Nurse (If on Site)

- Provides advanced first aid
- Assists with AED application and CPR transitions
- Oversees medical response documentation

5. Post-Event Procedures

After EMS transports the patient, the school will:

A. Incident Documentation

- The administrator and nurse complete an incident report including:

o Time of collapse, CPR start, AED arrival, and shock delivery

o Names of responders documented by nurses

o Actions taken

o AED data download (if applicable)

B. Notification

- Families of the affected person are notified immediately.
- District leadership and risk management are informed.
- Staff involved may receive debriefing or counseling support.

C. AED Device Check

- AED is removed from service temporarily for inspection.
- Electrode pads and batteries are replaced if used.
- Data is uploaded or shared with medical reviewers as required.

D. Crisis Support

- Counseling support is made available to witnesses, staff, and students as needed.
- Trauma-informed practices are implemented for affected classes and individuals.

Disorderly Conduct

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

Procedure:

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.

2. Staff will immediately notify the School Administrator.

3. The School Administrator or designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK

DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

4. The School Administrator or designee will call Security Forces (911), and provide the exact location and nature of the incident.

5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.

6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)

7. The School Administrator will notify the Local District Superintendent of the situation.

If this emergency is such that we can no longer remain on our school campuses, a secondary evacuation site will be determined and shared with staff and student families.

Earthquake

EARTHQUAKE Procedures:

EVERYBODY SHOULD DROP, COVER AND HOLD.

IF INDOORS, do not leave the room during the earthquake.

- Stay away from windows, bookcases, file cabinets, heavy mirrors, and hanging objects that could fall.
- Stay under cover until the shaking stops.
- Hold onto the desk or table, if it moves, move with it.
- Mobility-impaired (wheelchair-bound) students and staff should be moved to avoid falling objects and wheels locked.
- Remain covered until instructed to evacuate.
- If you smell gas or hear a hissing sound- open a window and leave the building. If unsure of damages, evacuate,

Support Services/Custodian will contact utilities and/or utility shutoff.

- Check neighboring room to insure safety of others and return to your room. IF OUTDOORS, stay in the open.
- Keep away from buildings, trees and electrical wires. Instruct students not to touch power lines or objects touched by the wires.

(All wires should be treated as LIVE).

- Remain outside until further notice. IF ON A SIDEWALK near a tall building, get into the doorway of a building to protect yourself from

falling bricks, glass and other debris.

- Check yourself and those around you for injuries.
- Give first aid to the injured.
- Principal or designee will direct students to pre-determined evacuation areas.
- Take student roster with you upon evacuation.

Administrators will account for all staff. Teachers will account for all students.

The building shall remain evacuated until assessed to be safe by appropriate authorities.

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 the school Damage Survey Team,
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 the school Damage Survey Team,
6. All ERTs should report to the School Administrator's Office or pre-designated location

If this emergency is such that we can no longer remain on our school campuses, a secondary evacuation site will be determined and shared with staff and student families.

Explosion or Risk Of Explosion

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”.

Procedure:

SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTERINPLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their phone, student roster, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress only small fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The Security/Utilities Team Leader will notify General Services of any damages to water lines, sewers, power lines and other utilities.
10. The School Administrator will notify the Local District Superintendent of the situation.
11. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the Fire Department will conduct search and rescue activities.
13. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
15. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions, SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTERINPLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress only small fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The Security/Utilities Team Leader will notify CE Customer Service of any damages to water lines, sewers, power lines and other utilities.
7. The School Administrator will notify the Local District Superintendent of the situation.
8. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
9. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
10. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

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

SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

1. The School Administrator will initiate the SHELTER-IN-PLACE response action
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows and walls.
3. The School Administrator will notify “911” and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish small fires, and provide first aid.
5. The Security/Utilities team will turn off the school’s main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
7. The school will remain in a SHELTER-IN-PLACE condition until clearance and the School Administrator issues further instructions.

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 Maintenance and Operations
5. Notify The Director over Student Services and Communications Director,
6. Notify Pacific Gas & Electric (PG&E)

If this emergency is such that we can no longer remain on our school campuses, a secondary evacuation site will be determined and shared with staff and student families.

Extreme Weather

facilities are equipped with climate control.

Fire in Surrounding Area

Fire Near School

The School Administrator will determine if evacuation is necessary as fire is in surrounding area. If a threat to the school:

1. Call 9-1-1,
2. Sound the prompts to evacuate. May be alarm, visual signal, and
3. Notify the Director over General Services and the Director over Student Services.
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 before evacuating classes,
2. Supervise evacuation according to the Emergency Evacuation Plan posted in every classroom,
3. Close doors upon evacuating,
4. Take roll books 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.

If this emergency is such that we can no longer remain on our school campuses, a secondary evacuation site will be determined and shared with staff and student families.

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 Director over Student Services.

School Staff will:

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

If this emergency is such that we can no longer remain on our school campuses, a secondary evacuation site will be determined and shared with staff and student families.

Flooding

Students evacuate when flooding occurs.

If this emergency is such that we can no longer remain on our school campuses, a secondary evacuation site will be determined and shared with staff and student families.

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. Student information system is working, proceed with regular check-out procedures.
 - b. Student information system is not working, ask for legal identification and write down the full legal name, address, phone

number, name of student.

Have the person sign their name.

c. Submit a copy of the sign in sheet to the Operations 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 student roster

As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

If this emergency is such that we can no longer remain on our school campuses, a secondary evacuation site will be determined and shared with staff and student families.

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 Director over Student Services.

Pandemic

CCCOE coordinates with the County Health Department, local CCCOE, and emergency services to follow guidelines and recommendations regarding the impact and management of pandemics on CCCOE and students. Updated procedures are kept on the CCCOE Website at the following address: https://www.ccco.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 directed to not eat or consume water.

If this emergency is such that we can no longer remain on our school campuses, a secondary evacuation site will be determined and shared with staff and student families.

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:

- Lockdown / suspicion of weapons
- Students involved in a shooting (includes weekend activity)
- Hospitalization (Student or staff injury requiring medical assistance.), 5150W&I
- Police Activity / Student or Staff arrest
- Missing student
- Schoolwide impact

Notification Process:

1. Immediate notification:

- a. Principal to General Services Director(s) and Student Services Director
- b. General Services Director(s) to Chief Academic Officer (CAO), Business Services Associate Superintendent (CBO), Communications Director and ERT
- c. CAO or CBO 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, Director Student Services and Principal will debrief events within 7 days to garner any learning from the event and course correction that can be made.

If this emergency is such that we can no longer remain on our school campuses, a secondary evacuation site will be determined and shared with staff and student families.

Unlawful Demonstration or Walkout

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

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify 911, the Local District Office to request assistance and will provide the exact location and nature of emergency.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign their name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the

event windows are broken, by closing drapes and venetian blinds in rooms so equipped.

7. Documentation: staff members should keep accurate record of events, conversations and actions.

8. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.

9. The School Administrator will notify parents of the incident, as appropriate.

Questions:

- 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.
- Determine how to protect school and community property in collaboration with community partners.
- Determine how to handle lost instructional time.
- Determine whether and under what circumstances disciplinary action may be required.
- Determine how to ensure that the learning environment of students who are not participating in demonstrations is not disrupted.
- Determine 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