

Comprehensive School Safety Plan

2024-2025 School Year

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CDS Code: 43104394330254
District: Santa Clara County Office of Education
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 San Jose, CA 95131
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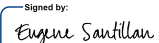
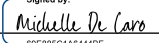
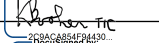
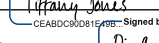
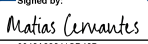
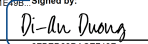
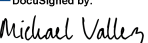
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Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	5
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	7
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	12
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	16
(E) Discrimination and Harassment Policy (EC 212.6 [b]).....	16
Hate Crime Reporting Procedures and Policies.....	18
(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
(J) Procedures for Criminal Incidents.....	24
(K) Response Procedures for Dangerous, Violent, or Unlawful Activities.....	25
(L) Opioid Prevention and Life-Saving Response Procedures.....	26
(M) Instructional Continuity Plan.....	26
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	26
Safety Plan Review, Evaluation and Amendment Procedures.....	33
Safety Plan Appendices.....	34
Emergency Contact Numbers.....	35
Safety Plan Review, Evaluation and Amendment Procedures.....	36
Santa Clara County Office of Education Court School Incident Command System.....	37
Incident Command Team Responsibilities.....	38
Emergency Response Guidelines.....	39
Step One: Identify the Type of Emergency.....	39
Step Two: Identify the Level of Emergency.....	39
Step Three: Determine the Immediate Response Action.....	39

Step Four: Communicate the Appropriate Response Action42

Types of Emergencies & Specific Procedures.....43

 Aircraft Crash43

 Animal Disturbance.....43

 Armed Assault on Campus44

 Biological or Chemical Release.....47

 Bomb Threat/ Threat Of violence49

 Bus Disaster.....50

 Disorderly Conduct51

 Earthquake51

 Explosion or Risk Of Explosion52

 Fire in Surrounding Area54

 Fire on School Grounds55

 Flooding56

 Loss or Failure Of Utilities57

 Motor Vehicle Crash59

 Pandemic60

 Psychological Trauma.....60

 Suspected Contamination of Food or Water60

 Tactical Responses to Criminal Incidents61

 Unlawful Demonstration or Walkout.....62

Emergency Evacuation Map.....63

Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

<https://www.sccoe.org/depts/educational-services/Pages/default.aspx>

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

Safety Plan Vision

The Santa Clara County Board of Education recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The County Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

Components of the Comprehensive School Safety Plan (EC 32281)

Santa Clara County Office of Education Court School Safety Committee

The Santa Clara County Court School utilizes the members of the School Site Council as a Safety Committee. The School Site Council collaborates with the Emergency Preparedness and School Safety Administrator to ensure safe facilities and processes. The Santa Clara County Court Schools are housed within the Juvenile Justice facilities and also follow safety protocols as established by the County of Santa Clara.

Assessment of School Safety

Santa Clara County Office of Education school sites continually assess the safety of school facilities to support a safe and orderly environment for students. The assessment of safety includes: annual facilities inventory, recommendations by School Site Council and parent groups, annual LCAP and CA Healthy Kids Survey, review of data regarding accidents, disciplinary incidents, and work orders, and response to emergencies. Annual safety trainings for staff and students provide opportunity to assess protocols and needs. Safety assessment is ongoing and grounded in situation.

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

Santa Clara County Office of Education Supports EC32281 and items A-L through processes and procedures outlined in Board Policy. School sites follow Board Policy to support: (a) Child Abuse Reporting and Procedures, (b) implementation of emergency procedures, (c) suspension and expulsion procedures for students, (d) teacher notification regarding dangerous pupils, (e) Discrimination and Harassment Policy, (f) dress code procedures and safety related to gang affiliations(which is also defined by school site level), (g) safe ingress and egress of students, (h) maintenance of a safe and orderly school environment which is also determined individually at school sites, (i) student discipline rules and procedures, (j) Procedures for Tactical Response to Criminal Incidents, including guns, (k) Procedures to assess and respond to reports of violent, dangerous, unlawful activity, and (l) Procedures for opioid overdose. Individual schools implement processes such as Positive Behavior Intervention Supports and Restorative Justice to approach student behavior in a positive manner with a focus on self regulation. Schools affiliated with juvenile justice work within the safety frameworks of Probation as defined by individual sites. Safety trainings occur annually for staff and students and mandated trainings are sponsored for all staff regarding child and dependent adult abuse, mandated reporting, and harassment and discrimination. School Site Councils approve safety plans according to California Education Code, and law enforcement and fire officials are consulted for advisement on the plans. The SCCOE continually assesses the safety of staff and students and modifies processes as needed. Through use of surveys administered to staff, students, and parents; input is solicited from stakeholders to ensure perceptions of safety needs. Facilities conducts annual safety inspections, and the Emergency Preparedness School Safety and Security Administrator ensures all devices and safety procedures are up to date. Board policies are updated as per California Education Code changes.

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

Procedures for child and dependent adult abuse prevention and reporting are defined in the SCCOE Superintendent's Policy 4141.4 and Administrative Regulation, 4141.4. The Santa Clara County Superintendent is committed to supporting the safety and well-being of students and desires to facilitate the prevention of and response to child abuse and neglect. The County Superintendent or designee shall develop and implement regulations and strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The 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 with the community as needed.

Child Abuse Prevention and Reporting

The County Superintendent recognizes that child abuse has severe consequences and that the SCCOE has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The County Superintendent or designee shall establish procedures for the prevention, identification, and reporting of known and suspected child abuse and neglect in accordance with law to the extent feasible and appropriate. Employees who are mandated reporters as defined in Penal Code are obligated to report all known or suspected incidents of abuse and neglect. Adult Protective Services must be notified of suspected abuse toward students with disabilities (dependent adults) who are 18-22 years of age.

Child abuse or neglect includes the following: (a) a physical injury or death inflicted by other than accidental means on a child by another person, (b) sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1, (c) neglect of a child, (d) willful harming or injuring of a child or the endangering of the person or health of a child, or (e) unlawful corporal punishment or injury. Guidance requiring identification of child and dependent adult abuse and neglect can be found in Penal Code 11165.1.

Mandated reporters include but are not limited to: teachers, instructional aides, teacher aides or assistants, classified employees, certificated pupil personnel employees, administrative officers or supervisors of child attendance, athletic coaches, administrators, and directors, administrators and employees of a licensed child day care facility, Head Start teachers, licensed nurses or health care providers, and administrators, presenters, and counselors of a child abuse prevention program. Before beginning employment, all employees who are mandated reporters shall sign a document indicating acknowledgement of obligation to report. Mandated reporters are trained annually during the first six weeks of the school year. The SCCOE will support and defend all mandated reporters who file child or dependent adult abuse claims in the course and scope of employment.

The reporting duties of mandated reporters are individual and cannot be delegated to another person. When two or more mandated reporters have knowledge of instance of abuse, the report may be made by a member of the team determined by mutual agreement. No supervisor or administrator shall impede a mandated reporter from making a report and any person not deemed a mandated reporter may also make the report.

Reporting Procedures for Students Under the Age of 18

1. Phone Report

- a. For an emergency report in need of police presence- Call 911
- b. For a report not requiring police presence, call the Santa Clara County Department of Family and Children's Services (DFCS) Child Abuse and Neglect Center Hotline
San Jose Area (Central County) (408) 299-2071
Gilroy/Morgan Hill Area (South County) (408) 683-0601

2. Written Report

- a. After making the initial phone call and within 36 hours of knowledge of the incident, the mandated reporter shall prepare and either send, fax, or electronically submit a written follow up report.
- b. Forms are available at: (a) the office of the principal or site administrator or designee, (b) online at the Office of the Attorney General (www.ag.ca.gov/childabuse/pdf/ss_8572.pdf) (c) SCCOE Human Resources at (408) 453-6574, and (d) DFCS at (408) 299-2071.
- c. Forms shall be mailed to DCFS at 373 W. Julian 2nd Floor, San Jose, CA 95110 or by fax at (408) 975-5851. For further information contact DFCS at (408) 501-6300.

Filers are encouraged to maintain a copy of the report and contact their administrator or supervisor regarding the report. Reporting information to a supervisor does not substitute for the requirement of a mandated reporter to file a written or phone report.

Reporting Procedures for Dependent Adults

1. Phone Report

- a. For an emergency report in need of police presence, call 911.
- b. Immediately or as soon as practicable, the reporter shall contact Adult Protective Services and file a report. (408) 975-4900.
- c. If the abuse results in serious bodily injury, phone local law enforcement immediately but within 2 hours.
- d. If the abuse does not result in serious bodily injury, a phone call must be made to local law enforcement within 24 hours.

2. Written Report

- a. If the dependent adult abuses does not result in serious bodily injury, the reporter shall file a written report within two days with Adult Protective Services.
- b. Forms are available at The California Department of Social Services at www.cdss.ca.gov or SCCOE Human Resources.
- c. Reporters should immediately contact a supervisor of the report.

Filers are encouraged to maintain a copy of the report and contact their administrator or supervisor regarding the report. Reporting information to a supervisor does not substitute for the requirement of a mandated reporter to file a written or phone report.

Internal Reports of Abuse

If an employee has knowledge of or reasonably suspects that another SCCOE employee, volunteer, or contractor or other campus visitors who work with or has contact with students on campus has or is engaged in conduct that may be an indication of suspected abuse or neglect, they must take the following actions:

1. File a Suspected Child Abuse Report. (See above)
2. Immediately notify their supervisor of the alleged inappropriate conduct and complete an SCCOE confidential student/staff incident report.
3. If the allegation involves the site administrator, the employee shall contact the program director.

For full copies of the SCCOE Superintendent's Policy and Administrative Regulation 4141.4 contact the SCCOE Educational Services Division at (408) 453-6560.

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

Disaster Plan (See Appendix C-F)

Disaster Planning

The staff of Santa Clara County Office of Education shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma. School principals respond to emergencies as defined separately in sections below. In all instances, principals and school leaders respond to the level of emergency based on the event. The safety of students and staff is a priority. Principals institute Incident Command structures at the site level and follow the guidance as defined by the SCCOE District Level Incident Command Center. Communication is imperative and school staff defer to first responders.

The schools benefit from the Santa Clara County Office of Education's Earthquake Disaster Crisis Response Plan (EDCR). The EDCR Plan includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed.

EMERGENCY PROCEDURES

INITIAL RESPONSE TO EMERGENCIES

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed below.

IDENTIFY TYPE OF EMERGENCY

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

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire on School Grounds Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash

Psychological Trauma
Suspected Contamination of Food or Water
Threat of Violence
Unlawful Demonstration/Walkout

IDENTIFY LEVEL OF EMERGENCY

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

Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury on the play yard. Guidelines to manage Level 1 (Crisis) are described in the Crisis Response Checklist.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

DETERMINE IMMEDIATE RESPONSE ACTIONS

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

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

Procedures for each of these are below.

IMMEDIATE RESPONSE ACTIONS DUCK AND COVER

This action is taken to protect students and staff from flying or falling debris.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR GIVEN FURTHER INSTRUCTIONS.”

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

4. Teachers and students should move away from windows.

SHELTER-IN-PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air. The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom. Situations determine the specific actions to be taken for incidents. The directions below are to be enacted for an unannounced hazard when students are on campus.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

2. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

3. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; 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.

LOCK DOWN

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor lock the doors, and close any shades or blinds if it appears safe to do so.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

EVACUATE BUILDING

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

OFF-SITE EVACUATION

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

ALL CLEAR

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

2. This action signifies the emergency is over.

3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

SPECIAL PROVISIONS FOR STUDENTS WITH DISABILITIES

In accordance with SB 10 (2023), the Santa Clara County Office of Education cites specific adaptations in the Comprehensive School Safety Plan which is evaluated and updated annually.

Upon the identification of a disaster or emergency, the Santa Clara County Office of Education (SCCOE) programs follow prescribed procedures as identified in the Comprehensive School Safety Plan. The SCCOE recognizes the need for special accommodations for Students with Disabilities during emergency drills and actions. In such cases, the adult assigned to the student, para educator, teacher, and/or principal will ensure safe ingress and egress of students during drills and emergencies. These safety measures will align with the student’s Individual Education Plan (IEP) as agreed upon by the IEP team.

Adaptations for Students with Disabilities

In such cases, the adult assigned to the student, para educator, teacher, and/or principal will ensure safe ingress and egress of students during drills and emergencies. These safety measures will align with the student’s Individual Education Plan (IEP) as agreed upon by the IEP team. Administration will coordinate with case managers and special education staff to provide supports deemed appropriate and necessary to provide safe ingress and egress during disasters and drills.

Public Agency Use of School Buildings for Emergency Shelters

Santa Clara County Office of Education in collaboration with the Santa Clara County Emergency Operations Center and Federal Emergency Management Association (FEMA) will utilize all protocols as established when using school buildings as emergency shelters.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Santa Clara County Office of Education specifies processes related to suspension, expulsion, and mandatory expulsion of students through Board Policy 5144. Subsequent policy regarding suspension and expulsion of students with disabilities is found in Administrative Regulation 5144. This information is also shared in the Discipline Section of the Comprehensive School Safety Plan.

The Santa Clara County Board of Education (County Board) desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The County Board believes that high expectations for student behavior, effective classroom management, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as means for correcting student misbehavior. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

The Santa Clara County Office of Education (SCCOE) has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated it may be necessary to remove a student from SCCOE programs.

The County Superintendent of Schools (County Superintendent) or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at SCCOE schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of SCCOE discipline policies and practices.

In addition, the County Superintendent or designee's strategies shall reflect the Board's preference for the 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 documented to have failed.

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

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

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

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

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

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

SCCOE goals for improving school climate shall be included in the SCCOE's Local Control and Accountability Plan, as required by law.

Suspension and Expulsion/Due Process (Students with Disabilities)

AR 5144.2

Students

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with a disability pursuant to IDEA and who has engaged in behavior that violated the Santa Clara County Office of Education code of student conduct may assert any of the protections under IDEA only if the SCCOE had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k) (5); 34 CFR 300.534)

The SCCOE shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k) (5); 34 CFR 300.534)

1. The parent/guardian has expressed concern to SCCOE supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other SCCOE personnel has expressed specific concerns directly to the SCCOE Director of Special Education or to other supervisory SCCOE personnel about a pattern of behavior demonstrated by the student.

The SCCOE would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the SCCOE would be deemed to not have knowledge if the SCCOE conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the SCCOE is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k) (5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities.

(20 USC 1415(k) (5); 34 CFR 300.534)

Suspension

The Santa Clara County Superintendent of Schools or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (34 CFR 300.530; Education Code 48903)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The SCCOE shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a) The series of removals total more than 10 school days in a school year.
 - b) The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c) Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If the removal has been determined to be a change of placement as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

Services During Suspension

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If a student with a disability is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or his/her parent/guardian, provided that transportation is specified in his/her IEP. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The SCCOE may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k) (1) (G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k) (1) (G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k) (1) (H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k) (1) (D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the SCCOE code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the SCCOE, the student's parent/guardian, and relevant members of the IEP team (as determined by the SCCOE and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

a) Caused by or had a direct and substantial relationship to the student's disability

b) A direct result of the SCCOE failure to implement the student's IEP, in which case the SCCOE shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and SCCOE agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any SCCOE decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The SCCOE may request a hearing if the SCCOE believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k) (3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the SCCOE shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the SCCOE has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and SCCOE agree otherwise. (20 USC 1415(k) (4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

Santa Clara County Board of Education's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Assistant Superintendent of Educational Services or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

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

PROCEDURES FOR NOTIFYING TEACHERS ABOUT DANGEROUS STUDENTS

Pursuant to Education Code 48267, the Santa Clara County Probation Department notifies the Educational Services Division of the Santa Clara County Office of Education regarding students who have engaged in certain criminal conduct. This information is forwarded to the principal's office. The principal/designee is responsible for prompt notification of the student's teachers. This information is also often forwarded to all administrators who share with staff members.

(E) Discrimination and Harassment Policy (EC 212.6 [b])

The Santa Clara County Office of Education (SCCOE) Governing Board provides guidance regarding sexual harassment of students in Board Policy 5145.7 and Administrative Regulation 5145.7. The Santa Clara County Board of Education and the County Superintendent of Schools are committed to maintaining a safe school environment that is free from harassment and discrimination. Sexual harassment targeted at any student in a SCCOE program, school, or school-sponsored or school-related activity is prohibited. Additionally, retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complaint in alleging sexual harassment is prohibited.

The County Board strongly encourages any student who feels they are or have been sexually harassed on school grounds or at a school event by another student or adult, or who has experienced an off campus sexual harassment incident that involved anyone with whom the student may continue to have contact on campus, to immediately contact their teacher, the principal or program administrator, or any other available school employee. Reports to or observations by SCCOE employees of sexual harassment of students shall be addressed in accordance with law and the related County Superintendent regulation.

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and SCCOE Uniform Complaints Procedures. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or to take other subsequent necessary action. Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this County Board Policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion.

The County Superintendent of Schools designates the following individual as the responsible employees to coordinator the SCCOE's efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code as well as to investigate and resolve sexual harassment complaints under the SCCOE's Uniform Complaints Procedures.

Assistant Superintendent Educational Services
1290 Ridder Park Drive MC 271
San Jose, CA 95131
(408) 453-6560

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (a) submission to the conduct is explicitly or implicitly made as a term or condition of a student's academic status or progress, (b) submission to or rejection of the conduct by a student is used as the basis for academic decision affecting the student, (c) the conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, or (d) submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any SCCOE program or activity.

Examples of types of conduct which are prohibited and which may constitute sexual harassment include but are not limited to

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, 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, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature.
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Massaging, grabbing, fondling, stroking, or brushing the body.
8. Touching an individual's body or clothes in a sexual way.
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex.
10. Displaying sexually suggestive objects.
11. Electronic communications containing comments, words, or images, as described above.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities shall be regarded as sexual harassment in violation of SCCOE policy if it has a continuing effect on or creates a hostile work environment for the complainant or victim of the conduct.

Reporting Process and Complaint Investigation and Resolution

Any student who believes that they have been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment are strongly encouraged to report the incident to a teacher, the principal or program administrator, or any other available SCCOE employee. Within one school day of the sharing of such a report, the report shall be forwarded to the County Superintendent and the SCCOE's compliance officer regardless of whether or not the alleged victim files a complaint. In addition, any SCCOE employee who observes any incident of sexual harassment involving a student shall, within one school day, report this observation to the County Superintendent or a compliance officer. The employee shall take these actions whether or not the alleged victim files a complaint.

If the County Superintendent or compliance officer determines a complaint of sexual harassment involves off-campus conduct and the conduct may create or contribute to the creation of a hostile school environment, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the student or parent/guardian shall be informed of the right to file a written formal complaint in accordance with the SCCOE's Uniform Complaint Procedure. (UCP) For more information on filing a Uniform Complaint Procedure, contact the Assistant Superintendent of Educational Services at (408) 453-6560.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victims shall not be considered.

In the case that a report involves the principal of the school, the individual filing the report shall file with the County Superintendent of Schools or a designee.

When an incident of sexual harassment is reported, the County Superintendent or designee shall take immediate measures to stop the harassment and protect students and/or ensure their access to the educational program.

The County Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the SCCOE to monitor, address, and prevent repetitive harassing behavior in COE programs and schools.

Students and families are provided a copy of SCCOE Board Policy and Administrative Regulation 5145.7 in the Annual Notification to Students and Parents.

For further information or copies of the full policies, contact the Assistant Superintendent of Educational Services at (408) 453-6560 or your school principal.

Hate Crime Reporting Procedures and Policies

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

The Santa Clara County Superintendent of Schools or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of SCCOE and community resources.

The SCCOE shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

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

Grievance Procedures

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

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

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

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

The Santa Clara County Office of Education supports student freedom of choice in dress when applicable. Certain situations to include incarceration of students, gang activity, or special activities and projects require student dress to follow specific guidelines. The SCCOE Board Policy 5132 provides guidance related to student dress and Administration Regulation 5132 provides detail to support questions by parents and students. Further information can be obtained from school principals.

BP 5132
Students

The Santa Clara County Board of Education (SCCBOE) believes that appropriate dress and grooming contribute to a productive learning environment. The SCCBOE expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

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

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

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

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

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

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

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

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the SCCBOE for approval. The SCCBOE shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the SCCBOE for approval. The SCCBOE shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Santa Clara County Superintendent of Schools (County Superintendent) or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The County Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Approved: September 4, 2024

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

Safe Ingress to and Egress from School

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

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

Component:

Facilities/Maintenance

Element:

In the 2023 CA Healthy Kids Survey 65% of students indicated they felt safe at school.

Opportunity for Improvement:

Increase this % by 5% and monitor student engagement.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To maintain safe campuses through well maintained, staffed and regularly monitored facilities	Monitor work order requests and escalate to COE staff to increase completion rate (time)	Facilities maintenance department and	Principal	Number and type of submitted work orders
To ensure all court school staff and students are prepared in the event of a disaster or emergency	Provide training for staff and students on emergency procedures.	Safety Plan Procedures/Site Scheduled Drills	Principal	Submission of calendar with completed emergency procedures

Component:

Behavior/Social Emotional

Element:

In the 2023 CA Healthy Kids Survey, 26% of students indicated they felt sad.

Opportunity for Improvement:

Decrease the % of students who feel sad and increase % of students who feel engaged at school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To provide teachers with professional development opportunities to support Social Emotional Learning (SEL) in the classroom environment/culture	Provide trainings on SEL for all staff	CSI	Principal	Workshop attendance/Aeries attendance data/Regular surveys
To encourage and reward behaviors that meet the Positive Behavioral Interventions and Supports targeted behaviors	Provide ongoing PBIS training	Title I	Site Academic Counselor/Principal	Workshop attendance/Aeries attendance data/Regular surveys
Collaborate with Probation PBIS team	Attend Probation PBIS meetings	Partners in Probation	Principal	Attendance in PBIS team meetings

Component:

Positive Engagement in School

Element:

Per California Healthy Kids Survey 2023 73% of students felt engaged with school.

Opportunity for Improvement:

Increase the % of students who feel engaged at school to 70%

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide meaningful activities/classes that promote leadership, self-advocacy, a sense of belonging and executive functioning development.	Provide evidenced-based training in differentiated instruction and universal design for learning.	Title I	COE Coordinators/Inclusion Collaborative	Training session attendance rosters/Aeries attendance/Surveys
To develop and push-out an engagement campaign utilizing the three-tiered Positive Behavior Interventions and Supports (PBIS) framework	Teachers and leadership will meet to develop and implement campaign	Title I	Director/Site Administrator	Team meeting attendance roster/Edgenuity session logs/Observational data

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

Santa Clara County Office of Education Court School Student Conduct Code

The Santa Clara County Board of Education (County Board) desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The County Board believes that high expectations for student behavior, effective classroom management, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as means for correcting student misbehavior. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

The Santa Clara County Office of Education (SCCOE) has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated it may be necessary to remove a student from SCCOE programs.

The County Superintendent of Schools (County Superintendent) or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at SCCOE schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of SCCOE discipline policies and practices. In addition, the County Superintendent or designee's strategies shall reflect the Board's preference for the 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 documented to have failed. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the SCCOE's nondiscrimination policies. SCCOE goals for improving school climate shall be included in the SCCOE's Local Control and Accountability Plan, as required by law.

Conduct Code Procedures

Santa Clara County Office of Education Board Policy 5131 provides guidance regarding appropriate student conduct and consequences for disorderly conduct.

The Santa Clara County Board of Education believes that all students have the right to be educated in a 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 public transportation.

The Santa Clara County Superintendent of Schools or designee shall ensure that each school site develops standards of conduct and discipline consistent with Santa Clara County Office of Education policies and administrative regulations. Students and parents/guardians shall be notified of SCCOE and school rules related to conduct through the Annual Notification to Parents and Families.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others.
2. Conduct that disrupts the orderly classroom or school environment
3. Harassment or bullying of students or staff, including, but not limited to, 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, in accordance with the section entitled "Bullying/Cyberbullying" below Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Damage to or theft of property belonging to students, staff, or the SCCOE
5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment. 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.
6. Use of profane, vulgar, or abusive language
7. Plagiarism or dishonesty on school work or tests
8. Inappropriate attire.
9. Tardiness or unexcused absence from school
10. Failure to remain on school premises in accordance with school rules.
11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate SCCOE or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. The County Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or SCCOE property, or substantially disrupts school activities.

Possession/Use of Cellular Phones and Other Mobile Communications Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Allow on campus but cannot be used except in an emergency.

The first time a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day. The second time a cell phone violation occurs, the parent picks up the device at school, and the third time, there will be a parent conference and the student may not use the cell phone at school.

In accordance with BP/AR 5145.12 - Search and Seizure, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to and from a school-related activity.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

Bullying/Cyberbullying

The County Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

The SCCOE may provide students with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, students, and community members also may be provided with similar information.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten SCCOE property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with SCCOE policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the County Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

(J) Procedures for Criminal Incidents

SCCOE places the highest priority on the safety of students, visitors and school personnel. A key part of ensuring this safety is the quick and coordinated response to criminal incidents that may occur on campus. To effectively and efficiently respond to such incidents, School District staff will follow these steps:

1) Upon discovery or witness of a criminal incident, all students will immediately notify a

staff member or other adult on campus. Adults will immediately notify the front office at the school where the incident occurred.

2) The administrator or administrator designee will initiate one of the following processes:

a) If there is an existing or imminent threat to the safety of students, call 911 and the Ridder Park office, then immediately activate an appropriate emergency response procedure like lockdown or shelter in place.

i) Await the arrival of emergency responders and follow their instructions as they will have incident command during these types of incidents.

b) If there is no longer an immediate threat but a criminal incident (or non-violent criminal incident) has recently occurred while students are on campus then contact the SCCOE Emergency Preparedness Administrator and request non-emergency assistance.

i) Notify the district office, including maintenance if any facility repair is necessary

ii) Await the arrival of emergency responders and coordinate a unified command to ensure the safety of students and school personnel, property and the environment.

c) If the criminal incident occurred while no students were present, such as but not limited to vandalism on the weekend, then notify the local law enforcement entity using the non-emergency dispatch number to request support.

i) Notify the Ridder Park office, including maintenance if any facility repair is necessary

ii) Follow the instructions of the dispatch operator or other law enforcement representative. This could include filing a criminal report by phone or using an online system.

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

When encountering dangerous, violent, or unlawful activities, the primary response procedure is to immediately contact law enforcement by calling 911; further actions depend on the specific situation, including securing the area, protecting yourself and others, and providing details to authorities about the incident and potential suspects.

Key steps to take:

Assess the situation: Quickly evaluate the level of danger, the potential for harm, and the number of people involved.

Prioritize safety: If you are in immediate danger, prioritize your own safety and that of others by moving to a secure location.

Call 911: Immediately contact emergency services and provide accurate details about the situation, including location, nature of the incident, and any suspect descriptions.

Isolate the area: If possible, try to isolate the dangerous situation by containing the area and preventing others from entering.

Provide assistance to injured individuals: If someone is injured, provide first aid if qualified, and ensure emergency medical services are notified.

Follow instructions from authorities: Once law enforcement arrives, cooperate fully and follow their directions.

Specific scenarios and response actions:

Active shooter situation:

Immediately seek shelter in a secure location, lock doors, silence phones, and stay away from windows.

Physical altercation:

Attempt to de-escalate the situation verbally, separate individuals if possible, and call for help if necessary.

Suspicious package:

Do not touch the package, evacuate the area, and notify authorities.

Cyber threats:

Report the threat to appropriate authorities and follow security protocols to mitigate potential damage.

(L) Opioid Prevention and Life-Saving Response Procedures

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

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

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

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

Court school staff are trained annually on how to safely administer naloxone hydrochloride in case of emergency.

(M) Instructional Continuity Plan

In case of emergency all students will be provided instruction with a hybrid and/or distance learning model. All students will receive technology and academic materials to complete their academic work. Teachers will zoom into the classroom setting with teleconferencing technology.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying

The Santa Clara County Office of Education believes that all students have a right to a safe and healthy school environment. The schools and community have an obligation to promote mutual respect, tolerance, and acceptance.

SCCOE will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling and social isolation or manipulation.

Students and/or staff are expected to immediately report incidents of bullying to the principal or designee. Staff are to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated.

To ensure safety for all students on all SCCOE campuses teachers should discuss bullying with their students. Students who bully are in violation and are subject to disciplinary action up to and including expulsion.

Students are expected to immediately report incidents of bullying to the principal or designee.

Bullying Prevention

The following prevention tips are used by the schools within the Santa Clara County Office of Education.

Students:

1. If bullied, bring it to the attention of an adult. Telling is not tattling.

2. Tell a teacher, counselor, principal or have parents talk to the school.
3. Do not retaliate or get angry.
4. Respond evenly and firmly or say nothing and walk away.
5. Act confident.
6. Avoid unsupervised areas of school.

Parents:

1. Encourage your child to share problems with you; assuring them that telling is not tattling.
2. Maintain contact with the school. Keep a detailed record of bullying episodes and communication with the school.
3. Encourage your child to participate in activities to improve esteem.

Schools:

1. Establish a bullying prevention committee.
2. Create a long-term anti-bullying plan and raise school awareness and involvement.
3. Involve parents in planning, discussions and action plans.
4. Establish classroom rules against bullying.

Anti-Bullying Policy No. 5131.2 (a)

The County Board of Education is committed to creating a safe learning and working environment for all students and employees and to protect all students and employees from all forms of bullying, harassment, hazing, discrimination, or intimidation of any type for any reason. The County Office of Education prohibits any form of bullying, harassment, hazing, discrimination, or intimidation; any such behaviors shall be just cause for disciplinary action.

The purpose of this policy is to provide a definition of bullying in order to prevent such conduct and to establish positive, collaborative school and work environments with clear rules for student and employee conduct. As needed, employees shall receive professional development in the appropriate use of these resources.

Definitions

Bullying/harassment

Bullying or harassment of students or staff includes, but is not limited to: cyberbullying, intimidation, hazing or initiating activity, extortion, or any other verbal, written, or physical conduct that causes, is perceived to cause, threatens, or is perceived to threaten violence, bodily harm, or substantial disruption in accordance with the following section.

Bullying is defined as any severe, systematic, or pervasive physical or verbal act or conduct that causes pain or psychological distress for one or more students or employees. Bullying includes unwanted written, verbal, nonverbal, or physical behavior including, but not limited to, any threatening, insulting, or dehumanizing gesture by a student or adult that causes any reasonable person to experience a detrimental effect on his or her physical or mental health and that has the potential to create a negative educational or workplace environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or workplace performance or participation, is carried out repeatedly and is often characterized by an imbalance of power.

Bullying may involve, but is not limited to:

- A. Unwanted teasing
- B. Threatening
- C. Intimidating
- D. Stalking
- E. Cyberstalking
- F. Cyberbullying
- G. Physical violence
- H. Theft
- I. Hate violence
- J. Sexual (including sexual orientation), religious, or racial harassment
- K. Public humiliation

L. Harassment

M. Destruction of school or personal property

N. Social exclusion, including, incitement and/or coercion or rumor or spreading of falsehoods

Cyberbullying is sometimes referred to as Internet bullying or electronic bullying. It is an act of bullying committed through the transmission of 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, pager, or through digital technologies, including, but not limited to, email, blogs, texting, social websites (e.g. Facebook, MySpace, Twitter, etc.), chat rooms, "sexting", instant messaging, or video voyeurism. Cyberbullying can be a carryover of verbal or physical bullying that occurs in the school or workplace environments.

Cyberstalking means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property;

Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;

Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or

Has the effect of substantially disrupting the orderly operation of a school and/or school district work environment.

Sexual Harassment as defined by the U. S. Equal Employment Opportunity Commission means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. Sexual harassment exists when submission to such conduct is made, explicitly or implicitly, a condition of employment; when submission to or rejection of such conduct is used in employment decisions affecting an individual; or when such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

Bullying Cyberbullying and/or Harassment also encompass:

Retaliation against a student or employee by another student or employee for asserting or alleging an act of bullying, harassment, or discrimination.

Reporting a baseless act of bullying, harassment, or discrimination that is not made in good faith.

Perpetuation of conduct listed in the definition of bullying, harassment, and/or discrimination by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or employee by incitement or coercion; accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the school or COE system; or acting in a manner that has an effect substantially similar to the effect of bullying, harassment, or discrimination.

Bullying, Cyberbullying, Harassment, Discrimination also encompass, but are not limited to, unwanted harm towards a student or employee in regard to their real or perceived sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or organization or outside the school or organization at school or organization sponsored events, on school buses, and at training facilities or training programs sponsored by the organization.

Expectations of Conduct

The County Board of Education expects students and employees to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds or SCCOE property, while going to or coming from school or work, while at school activities, and while on public transportation.

The SCCOE prohibits the bullying of any student or school employee:

1. During any educational program or activity conducted by the SCCOE;
2. During any SCCOE-related or SCCOE-sponsored program or activity or on a SCCOE school bus;
3. Through the use of any electronic device or data while on SCCOE school grounds or on a SCCOE school bus, computer software that is accessed through a computer, computer system, or computer network of the SCCOE. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section;
4. Through threats using the above to be carried out on SCCOE grounds. This includes threats made outside of school hours, which are intended to be carried out during any school-related or school-sponsored program or activity or on a SCCOE school bus.
5. While the SCCOE does not assume any liability for incidences that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying against a student and the SCCOE will investigate and/or provide assistance and intervention as the principal/designee deems appropriate
6. Though an incident of alleged bullying as defined within this policy may occur off campus and may not entail threats of acts to occur during school hours, if a student's ability to receive an education or a school's ability to provide an education is significantly impaired, as determined by the school administrators, disciplinary sanctions may be issued.

Enforcement of Standards

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

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Any student who engages in bullying as described within this policy while on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with SCCOE policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the County Superintendent or designee also may file a complaint with the Internet site or service to have the material removed. Discipline Students who violate SCCOE or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation.

The County Superintendent or designee shall notify local law enforcement as appropriate.

When conducting hearings related to discipline, attendance and other student matters, The SCCOE shall afford students their due process rights in accordance with law.

Reporting

The Santa Clara County Superintendent of Schools or designee shall establish and publicize to students, staff, volunteers, and parents how to report bullying and actions that may be taken.

The process for receiving and investigating instances of bullying of any kind, as defined within this policy, includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics.

School and COE personnel who witness such acts of bullying as defined within this policy shall take immediate steps to intervene when safe to do so. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7- Sexual Harassment.

Reporting any act of bullying:

1. At each school or SCCOE location, the principal/designee is responsible for receiving oral or written complaints alleging violations of this policy, as well as any infractions of the Student Conduct policy.
2. Students may report complaints of bullying to any school or SCCOE employee. Any such reports of bullying allegations must be made, in writing, to the principal/designee or other appropriate administrator/designee.
3. Any member of the school community who may have credible information about an act of bullying that may have taken place may file a report of bullying either as a witness or a victim.
4. Any student (or a parent or guardian on behalf of the complainant who is a minor) who believes he/she is a victim of bullying, has witnessed an act of bullying, or has knowledge of any incidents involving acts of bullying are strongly encouraged to report the incidents to a school official.
5. A student, school employee, school volunteer, contractor, parent/guardian, or other persons who promptly reports in good faith an act of bullying to the appropriate school official, and who makes this report in compliance with the procedures set forth in the policy, is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments within the SCCOE.
6. Administrators/principal/designee(s) shall document in writing all complaints regarding bullying to ensure that incidents of bullying, or any other infractions, are appropriately addressed in a timely manner, whether the original report of bullying is made verbally or in writing.
7. Anonymous reports of bullying may be made to the appropriate school official. School officials should develop and publicize a system in which students, employees, volunteers, parents/guardians can make an anonymous report of bullying.

Investigation of Complaints

The investigation of a reported act of bullying of a student, school-based employee, parent/guardian or other persons providing service to the school is deemed to be a school related activity and begins with a report of such an act.

The principal/designee and/or Investigative Designee shall document all complaints in writing and/or through the appropriate data system to ensure that problems are addressed in a timely manner. This process is to be followed with all anonymous complaints as well. Although this Policy encourages students to use the formal written complaint process, school officials "should investigate all complaints and reports of harassment, whether or not the complaint is in writing," as stated by the Office for Civil Rights in Protecting Students from Harassment and Hate Crime: A Guide for Schools, Part II (1999).

If the complaint is about the principal or a staff member's direct supervisor, then the Superintendent/Designee or appropriate administrator shall be asked to address the complaint.

The trained Investigative Designee(s) will make the determination if a reported act of bullying or harassment falls within the scope of SCCOE policies and regulations.

A. If it is within the scope of SCCOE policies and regulations, move to Procedures for Investigating Bullying and/or Harassment as outlined below.

B. If it is outside the scope and determined an alleged criminal act, refer to appropriate law enforcement, provide any applicable interventions, and document according to Policy.

C. If it is outside the scope and determined not a criminal act, inform parents/guardians of all students involved, provide appropriate interventions and document according to Policy.

Internal Investigation:

A. The procedures for investigating school-based bullying must include the principal/designee and/or the Investigative Designee, in the case of student- to-student bullying. The principal, Investigative Designee and Prevention outlined in this Policy. For incidents at the area or for school-based adult- on- adult bullying, the appropriate administrator will be responsible for the investigation as outlined in this policy and will run concurrently and in addition, to all agreed upon procedures for staff discipline

B. The investigator may not be the accused or the alleged victim

C. The principal/designee or appropriate administrator shall begin a thorough investigation with the alleged victim and accused within two (2) school days of receiving a notification of complaint. The school administrators/designees will provide immediate notification to the parents of both the victim and the alleged perpetrator of an act of bullying or harassment.

D. During the investigation, the principal/designee or appropriate administrator may take any action necessary to protect the complainant, alleged victim, other students or employees consistent with the requirements of applicable regulations and statutes.

1. Documented interviews of the alleged victim, alleged perpetrator, and witnesses are conducted privately, separately, and are confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim to be interviewed together.

2. At no time during the investigation will the name of the complainant be revealed by the investigator.

3. In general, student complainants and/or alleged victims will continue attendance at the same school and pursue their studies as directed while the investigation is conducted and the complaint is pending resolution. Any legal order of a court will prevail.

4. When necessary to carry out the investigation or for other good reasons, and consistent with federal and state privacy laws, the principal/designee or appropriate administrator also may discuss the complaint with any school district employee, the parent of the alleged victim, the parent of the complainant or accused, if one or both is a minor (or has given consent or is an adult who has been determined to be incompetent or unable to give informed consent due to disability), and or child protective agencies responsible for investigating child abuse.

5. During the investigation where an employee is the accused, the principal/designee or the appropriate administrator may recommend to the Assistant Superintendent of Educational Services and the Assistant Superintendent of Human Resources or designee, any action necessary to protect the complainant, the alleged victim, or other students or employees, consistent with the requirements of applicable statutes, Board of Education Policies, and collective bargaining agreements.

E. Within ten (10) school days of the notification as to the filing of the complaint, there shall be a written decision by the Principal/Designee or appropriate administrator regarding the completion and determination of the investigation. The principal/designee shall make a decision about the validity of the allegations in the complaint and about any corrective action, if applicable, consistent with the School Program Discipline Plan.

F. The Principal/Designee or appropriate administrator will inform all relevant parties in writing of the decision and the right to appeal. A copy of the decision will be sent to the originating school and be noted in all relevant data tracking systems.

G. If the accused is an employee, discipline may be taken, consistent with any applicable collective bargaining agreement provisions, to resolve a complaint of bullying. The supervisor/designee of the employee shall discuss the detention and any recommended corrective action with the appropriate supervisor and the Assistant Superintendent of Human Resources or designee.

H. No retaliation of any kind is permitted in connection with an individual's having made a bullying complaint and if it occurs, it shall be deemed an additional act of bullying as stated herein this Policy.

Informal Resolution

The administrator, along with the alleged victim and the accused/student, may agree to informally resolve the complaint. Documented interviews of the victim, alleged perpetrator, and witnesses are conducted privately and are confidential. Each individual (victim, alleged perpetrator and witnesses) will be interviewed separately, and at no time will the alleged perpetrator and victim be interviewed together. Each party's agreement to Informal Resolution must be in writing.

Formal Resolution

The alleged victim/complainant/student/employee or parent(s), on behalf of the student, may file a written complaint with the principal/designee or appropriate administrator.

Based on the level of infraction, parents will be promptly notified of any actions being taken to protect the victim via written notice, telephone or personal conference; the frequency of notification will depend on the seriousness of the bullying incident.

The resolution, all interviews and interventions that take place and the corresponding dates shall be documented in writing and/or noted in a specified data system.

External Investigation

If the act is outside the scope of the SCCOE, and determined a criminal act, referral to appropriate law enforcement shall be made immediately, the parent will be notified, and the referral documented by the principal/designee in the specified format.

While SCCOE does not assume any liability for incidences that must be referred for external investigation, it encourages the provision of assistance and intervention as the principal/designee deems appropriate, including the use of local law enforcement. The principal/designee shall log all reports and interventions.

Prevention

The SCCOE shall provide students with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying as defined in this policy.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, students, and community members also may be provided with similar information.

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan shall be reviewed annually at each school site. School Site Council shall review data, goals, and updates in policy to ensure the plan is valid and aligned to the current school climate. The School Site Council will approve the Comprehensive School Safety Plan annually. All school sites will align plans with district policy, and plans shall be reviewed the office of Emergency Preparedness School Safety and Security Administrator before being presented to the County Board of Education for approval.

Safety Plan Appendices

Emergency Contact Numbers

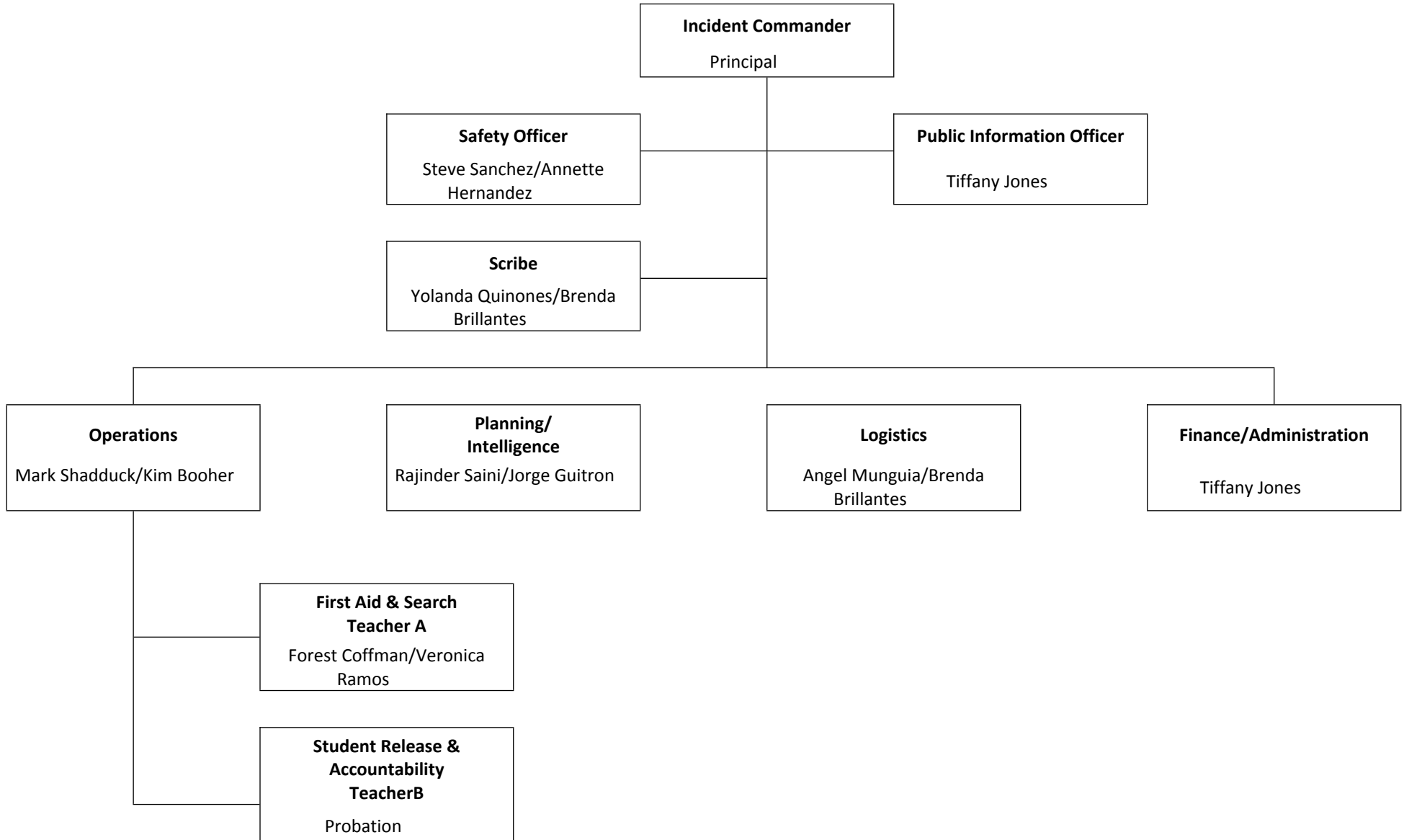
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
	Bay Area Air Quality Management District	415.771.6000	
	California Highway Patrol	800.935.5247	
	County Department of Health Services	408.792.5050	
	Gas Company Pacific Gas and Electric	800.743.5000	
	Electric Company Southern California Edison Co.	800.655.4555	
	Assistant Superintendent Educational Services	408.453-6560	
	San Jose Police	408.277.8900	
	Local Sheriff Dept.Santa Clara County Sheriff	408.293.2311	
	Santa Clara OES/ Homeland Security	408.808.7800	
	American Red Cross Disaster Services	877.727.6771	

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)
Review of School Safety Plans by Michael Vallez, Manager of Emergency Preparedness – School Safety & Security Administrator	December 1, 2024	Completed Online
Staff meeting to review Safety Plan	10/25/2024 9:00AM	Providing copy of safety plan for review
School Site Council Adoption of Safety Plan	11/14/24 3:00PM	Provide copy of Safety Plan document
Law Enforcement and Fire review of Safety Plan	12/1/24	Provide copy of Safety Plan document

Santa Clara County Office of Education Court School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed below.

IDENTIFY TYPE OF EMERGENCY

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for types of emergencies are listed below. **SPECIAL PROVISIONS FOR STUDENTS WITH DISABILITIES**In accordance with SB 10 (2023), the Santa Clara County Office of Education cites specific adaptations in the Comprehensive School Safety Plan which is evaluated and updated annually. Upon the identification of a disaster or emergency, the Santa Clara County Office of Education (SCCOE) programs follow prescribed procedures as identified in the Comprehensive School Safety Plan. The SCCOE recognizes the need for special accommodations for Students with Disabilities during emergency drills and actions. In such cases, the adult assigned to the student, para educator, teacher, and/or principal will ensure safe ingress and egress of students during drills and emergencies. These safety measures will align with the student’s Individual Education Plan (IEP) as agreed upon by the IEP team.

Step Two: Identify the Level of Emergency

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

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

Step Three: Determine the Immediate Response Action

DETERMINE IMMEDIATE RESPONSE ACTIONS

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are: (a) Duck and Cover, (b) Shelter-In-Place, (c) Lock Down,(d) Evacuate Building, (e) Off- Site Evacuation, or (f) All Clear.

DUCK AND COVER

This action is taken to protect students and staff from flying or falling debris.

Description of Action

1. The principal will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR GIVEN FURTHER INSTRUCTIONS.”

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

SHELTER-IN-PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air. The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action

1. The principal will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

2. If inside, teachers will keep students in the classroom until further instructions are given.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; 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.

LOCK DOWN

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems and allows for the free movement of students within the building.

Description of Action

1. The principal will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor lock the doors, and close any shades or blinds if it appears safe to do so.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (i.e., auditorium, library, cafeteria, gymnasium).

4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.

5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

EVACUATE BUILDING

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. The principal will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The principal will initiate a fire alarm.

3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.

4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.

5. Once assembled, teachers and students will stay in place until further instructions are given.

OFF-SITE EVACUATION

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

1. The principal will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication (i.e., sending messengers to deliver instructions). The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF- SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

ALL CLEAR

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The principal will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication (i.e., sending messengers to deliver instructions).

“YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

Step Four: Communicate the Appropriate Response Action

Communicate appropriate response action and implement Incident Command system.

Upon the identification of a disaster or emergency, the Santa Clara County Office of Education (SCCOE) programs follow prescribed procedures as identified in the Comprehensive School Safety Plan. The SCCOE recognizes the need for special accommodations for Students with Disabilities during emergency drills and actions. In such cases, the adult assigned to the student, para educator, teacher, and/or principal will ensure safe ingress and egress of students during drills and emergencies. These safety measures will align with the student’s Individual Education Plan (IEP) as agreed upon by the IEP team.

Types of Emergencies & Specific Procedures

Aircraft Crash

A crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call "911" and Santa Clara County Sheriff's Department (408.293.2311) and will provide the exact location (e.g., building or area) and nature of emergency.

4. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to section regarding fuel or chemical spill. If the crash results in a utility interruption, refer to section regarding utility on interruption.
5. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
6. The First Aid/Medical Team will check injuries to provide appropriate first aid.
7. The School Administrator will call the office of the Assistant Superintendent of Student Services and Support (408) 453-6560 and a member of this group will call the Office of Communications with information on this situation as appropriate.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
10. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

SPECIAL PROVISIONS FOR STUDENTS WITH DISABILITIESIn accordance with SB 10 (2023), the Santa Clara County Office of Education cites specific adaptations in the Comprehensive School Safety Plan which is evaluated and updated annually. Upon the identification of a disaster or emergency, the Santa Clara County Office of Education (SCCOE) programs follow prescribed procedures as identified in the Comprehensive School Safety Plan. The SCCOE recognizes the need for special accommodations for Students with Disabilities during emergency drills and actions. In such cases, the adult assigned to the student, para educator, teacher, and/or principal will ensure safe ingress and egress of students during drills and emergencies. These safety measures will align with the student's Individual Education Plan (IEP) as agreed upon by the IEP team.

Animal Disturbance

ANIMAL DISTURBANCE

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

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, may include LOCK DOWN or EVACUATE BUILDING.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call "9.911", Local Police or Santa Clara County Sheriff's Department, Department of Animal Regulation (408.465.2920) and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the parent, and SCCOE Risk Manager will be notified.
5. The School Administrator will initiate of OFF-SITE EVACUATION, if warranted by changes in conditions at the school.
SPECIAL PROVISIONS FOR STUDENTS WITH DISABILITIES In accordance with SB 10 (2023), the Santa Clara County Office of Education cites specific adaptations in the Comprehensive School Safety Plan which is evaluated and updated annually. Upon the identification of a disaster or emergency, the Santa Clara County Office of Education (SCCOE) programs follow prescribed procedures as identified in the Comprehensive School Safety Plan. The SCCOE recognizes the need for special accommodations for Students with Disabilities during emergency drills and actions. In such cases, the adult assigned to the student, para educator, teacher, and/or principal will ensure safe ingress and egress of students during drills and emergencies. These safety measures will align with the student's Individual Education Plan (IEP) as agreed upon by the IEP team.

Armed Assault on Campus

Active Shooter / Armed Assailant Situations

"Active shooter situations" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter / armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

Act immediately if you or your students:

1. Hear a sound that might be gunfire.
 2. See something that looks like a weapon being carried or used on or near the campus.
 3. Sense any other indication of active shooter / armed assailant threat.
-
1. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
 2. Be decisive. Communicate your plan to your students and act quickly.
 3. Call 911 and the School Office as soon as it is safe to do so.

Options: Run, Hide or Fight

Run is the first option when an active shooter is in the building.

If you can get yourself and your students safely away from danger, do so immediately.

Do not evacuate unless you...know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts), and can visualize a route that will get your students and yourself safely off campus.

Don't carry anything with you.

Police may mistake an item in your hands as a weapon.
Leave everything behind.

If you encounter people along the way...

Adults: Warn them and take them with if you can but don't stop if they refuse to come.

Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.

Place terrain and buildings between you and the assailant to cover your escape.

Keep going until you are certain you are out of danger.

Call 911 as soon as it is safe to do so.

Keep your students with you. Call (insert phone #) to report your location and obtain instructions.

Hide is the next option if running is not safe.

If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and **LOCKDOWN**.

Lock the doors

Close and lock windows and close blinds or cover windows;

Turn off lights;

Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;

Silence all electronic devices;

Remain silent;

Position occupants spread out and out of line of site from room entrance.

Prepare to take action if the assailant attempts to get in the room;

Use text or email to communicate your location, the number of students or staff with you, and if you have any wounded and the extent of the injuries;

Call 911 as soon as it is safe to do so.

Remain in place until evacuated by identifiable law enforcement officers.

FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the **FIGHT** option, commit to your actions.

If you are in **LOCKDOWN (Hide)**, prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.

Construct a strong barricade.

If you have another way out (a window or back door) use it while the assailant is attempting to get in.

If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.

Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)

Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

Call 911 and initiate a school-wide **LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

Provide as much information as possible (slow down – be calm):

State the emergency: "I hear gunfire." "I saw..."

Give information on people who are wounded.

Location of the assailant (if known):

Description of the assailant (if known):

Your precise location: "room ___"

The number of children with you:

Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

Special Topics

Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

Run – If you encounter injured persons while you are trying to get out of danger...

And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

Hide – If someone is injured where you are hiding, secure the room before tending to the wounded.

As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

Fight – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.

If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

Law Enforcement: If you encounter law enforcement officers...

Immediately raise your hands in the air and display your open palms.

Don't run up to officers or attempt to hug or talk to them.

Don't talk unless they ask you a question.

Do exactly what they tell you to do.

Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:

Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.

Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Follow the All Staff guidance described above.

Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.

Include as much actionable information on the announcement as possible.

Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."

If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.

Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."

Notify the district office after you call 911.

If possible assist emergency personnel.

Assist police in entering the school;

Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

Incident Command Center

Activate the district's Incident Command Center

Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

Offsite Reunification

The Operations Section should prepare an off-site evacuation site for reunification.

This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.

Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.

School staff and students will remain in lockdown until evacuated on a room by room basis.

Buses should be placed on standby for evacuation.

Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

Crisis Intervention

A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.

This team will also provide ongoing support throughout the recovery phase of the emergency response.

Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.

Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

SPECIAL PROVISIONS FOR STUDENTS WITH DISABILITIESIn accordance with SB 10 (2023), the Santa Clara County Office of Education cites specific adaptations in the Comprehensive School Safety Plan which is evaluated and updated annually. Upon the identification of a disaster or emergency, the Santa Clara County Office of Education (SCCOE) programs follow prescribed procedures as identified in the Comprehensive School Safety Plan. The SCCOE recognizes the need for special accommodations for Students with Disabilities during emergency drills and actions. In such cases, the adult assigned to the student, para educator, teacher, and/or principal will ensure safe ingress and egress of students during drills and emergencies. These safety measures will align with the student's Individual Education Plan (IEP) as agreed upon by the IEP team.

Biological or Chemical Release

BIOLOGICAL OR CHEMICAL RELEASE

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

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

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure

SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING

1. The School Administrator will initiate the EVACUATE BUILDING action as described. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call "911" (dial 9, 911), and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator will notify the Assistant Superintendent of Student Services and Support of the situation.
4. The School Administrator will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who may have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical team should assess the need for medical attention
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the Santa Clara County Hazardous Materials or appropriate agency provides clearance and the School Administrator gives authorization to do so.

SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call "911" (dial 9, 911) and will provide the exact location and nature of emergency.
4. The School Administrator will notify the Assistant Superintendent of Student Services and Support .
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.

9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE.
 2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
 3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
 4. The School Administrator will call "911" (dial 9, 911) and will provide the exact location and nature of emergency.
 5. The School Administrator will notify the Assistant Superintendent of Student Services and Support of the situation.
 6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
 7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.
- Upon the identification of a disaster or emergency, the Santa Clara County Office of Education (SCCOE) programs follow prescribed procedures as identified in the Comprehensive School Safety Plan. The SCCOE recognizes the need for special accommodations for Students with Disabilities during emergency drills and actions. In such cases, the adult assigned to the student, para educator, teacher, and/or principal will ensure safe ingress and egress of students during drills and emergencies. These safety measures will align with the student's Individual Education Plan (IEP) as agreed upon by the IEP team.

Bomb Threat/ Threat Of violence

BOMB THREAT

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

Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" (dial 9, 911) – telling the operator, "This is [state your name] from [school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:

When is the bomb going to explode? Where is it?

What will cause it to explode?

What kind of bomb is it?

Who are you?

Why are you doing this?

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

How can you be contacted?

3. The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
 4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
 5. No attempt should be made to investigate or examine the object.
 6. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
 7. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
 8. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
 9. The School Administrator will notify "911" (dial 9, 911), if not previously notified, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
 10. The School Administrator will notify the Assistant Superintendent of Student Services and Support of the situation.
 11. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
 12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal.
 13. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.
 14. After the incident is over, the School Administrator will complete the Bomb Threat Report
- SPECIAL PROVISIONS FOR STUDENTS WITH DISABILITIES In accordance with SB 10 (2023), the Santa Clara County Office of Education cites specific adaptations in the Comprehensive School Safety Plan which is evaluated and updated annually. Upon the identification of a disaster or emergency, the Santa Clara County Office of Education (SCCOE) programs follow prescribed procedures as identified in the Comprehensive School Safety Plan. The SCCOE recognizes the need for special accommodations for Students with Disabilities during emergency drills and actions. In such cases, the adult assigned to the student, para educator, teacher, and/or principal will ensure safe ingress and egress of students during drills and emergencies. These safety measures will align with the student's Individual Education Plan (IEP) as agreed upon by the IEP team.

Bus Disaster

Guidelines for school bus crashes follow guidance provided by the Emergency Management System. In the event of a bus disaster, the driver will follow all guidance as set forth by the SCCOE Transportation Department or for bus disasters on a bus provided by a contracted company, the protocols as provided by this company.

The safety of students and communication with parents is a first priority and will be conducted in accordance with SCCOE administration and bus vendors.

1. The company or driver will contact the Assistant Superintendent of Student Support Services.
2. A list of students on the bus will be provided by the bus vendor.
3. School administrators will work collectively with administrator or designee to respond to the site and implement safety procedures as defined by first responders.

4. All students and staff on the bus need to be identified and being involved in the crash.
5. Students released by first responders need to be remanded to school district officials who will make contact with families and release students to families.
6. School bus crashes are emotional and the needs and emotions of students must be considered and staff provided to support the emotional needs of students and staff.

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Disorderly Conduct

Santa Clara County Office of Education applies the code of conduct for disciplinary procedures to address disorderly conduct as addressed previously in this document and in Board Policy 5131.

Earthquake

EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure

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

1. Upon the first indication of an earthquake, teachers should direct students to **DUCK AND COVER**.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the School Administrator will initiate the **EVACUATE BUILDING**. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will direct the Security/Utilities Team to post guard a safe distance away from building entrances to prevent access.
6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires

7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
10. The School Administrator will contact the Assistant Superintendent of Educational Services to determine additional actions that may be necessary. In turn, the actions will be communicated to the District's Office of Communications.
11. The School Administrator will contact the SCCOE Facilities Director to ensure buildings are safe for occupancy. When safe to do so, the Fire Suppression and Hazardous Materials Team will conduct an inspection of school buildings. The Fire Suppression and Hazardous Materials Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. Any affected areas will not be reopened until the SCCOE Facilities Director provides clearance and the School Administrator gives authorization to do so.

OFF-SITE EVACUATION

In the event an earthquake occurs during non- school hours:

1. The School Administrator and the Facilities Director will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression and Hazardous Materials Team to participate in the assessment.
2. The School Administrator should confer with the Assistant Superintendent of Educational Services on identified damages to determine if the school should be closed.

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Explosion or Risk Of Explosion EXPLOSION/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 SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described previously. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call "911" (dial 9, 911) and Local Police and/or Santa Clara County Sheriff's Dept. (408.293.2311) and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
10. The School Administrator will notify the Assistant Superintendent of Student Services and Support of the situation. A member of this group will call the Office of Communications with information on 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 School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
13. The School Administrator will contact the Facilities Director to ensure buildings are safe for occupancy. When safe to do so, the Fire Suppression and Hazardous Materials Team will conduct an inspection of school buildings. The Fire Suppression and Hazardous Materials 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.

SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other staff 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” (dial 9, 911) and Local Police and/or the Santa Clara County Sheriff’s Dept. (408.293.2311) Santa and will provide t h e exact location (e.g. building, room, area) and nature of emergency.

5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B, or C for ordinary combustible.

SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. The School Administrator will initiate the SHELTER-IN-PLACE.

2. The School Administrator will notify “911” (dial 911) local police and/or Santa Clara County Sheriff’s Dept. (408.293.2311) 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 as described.

2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.

3. The School Administrator will notify “911” (dial 9, 911) and local police and/or Santa Clara County Sheriff’s Dept. (408.293.2311) and provide details on the area and personnel affected at the school.

4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.

5. The Security/Utilities team will turn off the school’s main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.

7. At the School Administrator’s discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.

8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

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Fire in Surrounding Area FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
2. The School Administrator will notify “911” (dial 911) and local police and/or Santa Clara County Sheriff’s Dept. (408.293.2311) and will provide the location and nature of emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Agency Liaison will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
8. The School Administrator will notify tthe Assistant Superintendent of Educational Services of the emergency situation. A member of this group will call the Office of the Communication with information of this situation.
9. If needed, the School Administrator will notify Transportation to request busses for staff and student evacuation.
10. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

SPECIAL PROVISIONS FOR STUDENTS WITH DISABILITIES

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Fire on School Grounds

Fire on School Grounds

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

Procedure

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately initiate the EVACUATE BUILDING. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" (dial 9, 911) and local police and/or Santa Clara County Sheriff's Dept. (408.293.2311) and will provide the exact location (e.g., building, room, area) of the fire.
5. The Fire Suppression and Hazardous Materials Team will suppress fires and initiate rescue procedures until the local fire department arrives.
6. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The School Administrator will notify the Chief of Student Services of the fire. A member of this group will call the Office of Communications with information of the situation.
10. If needed, the School Administrator will notify the Transportation Department to request busses for staff and student evacuation.
11. Any affected areas will not be reopened until the Santa Clara County Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
12. For fires during non-school hours, the School Administrator, the Assistant Superintendent of Educational Services and the Santa Clara County Superintendent of Schools will determine if the school will open the following day.
13. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

SPECIAL PROVISIONS FOR STUDENTS WITH DISABILITIES

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Flooding FLOODING

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

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF- SITE EVACUATION.
2. The School Administrator will notify “911” (dial 9, 911) and local police and/or Santa Clara County Sheriff’s Dept. (408.293.2311) and will describe the nature and extent of the flooding.
3. The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will notify the Assistant Superintendent of Educational Services of the emergency situation. A member of this group will call the Office of Communications with information on this situation.
7. The School Administrator will initiate an OFF-SITE EVACUATION, as if warranted by changes in conditions.

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Loss or Failure Of Utilities

LOSS OR FAILURE OF UTILITIES

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

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER- IN- PLACE, or EVACUATE BUILDING.

3. The School Administrator will notify the SCCOE Maintenance Dept. (Monday – Friday between the hours of 7:30 a.m. – 5:00 p.m.) or contact the appropriate utility department and provide the location and nature of emergency.
4. Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
5. The School Administrator will notify the Assistant Superintendent of Educational Services of the loss of utility service.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
7. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.
8. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

A. Plan for a Loss of Water

Loss of power, water, and/or gas does not constitute an emergency and classes should continue using temporary utilities and supplies unless otherwise directed by the Office of the Superintendent/designee. Report all power, water and/or gas losses immediately to the Office of the Superintendent/designee. The Office of the Superintendent/designee will notify the Facilities Department and all other appropriate resources as needed to respond to the utility interruption. If possible, the SCCOE safety designee should call the utility company to get information regarding the severity of the outage.

A leak of power, water, and/or gas may constitute an emergency. Contact the Office of the Superintendent/designee for advice on how to respond immediately after evacuating students and staff from the affected areas. The Office of the Superintendent/designee will notify the Facilities Department and all other appropriate resources as needed to respond to the utility leak. If possible, the site should call the utility company for advice regarding the incident, request assistance if necessary, and request a follow-up inspection after repair. Only if there is a threat to person or property should the utilities be shut off by the site.

Toilets: A temporary toilet is provided in each classroom by using a trash receptacle, plastic bags, and where privacy is afforded.

B. Plan for a Loss of Electricity

Loss of power, water, and/or gas does not constitute an emergency and classes should continue using temporary utilities and supplies unless otherwise directed by the Office of the Superintendent/designee. Report all power, water and/or gas losses immediately to the Office of the Superintendent/designee. The Office of the Superintendent/designee will notify the Facilities Department and all other appropriate resources as needed to respond to the utility interruption. If possible, the site should call the utility company to get information regarding the severity of the outage.

A leak of power, water, and/or gas may constitute an emergency. Contact the Office of the Superintendent/designee for advice on how to respond immediately after evacuating students and staff from the affected areas. The Office of the Superintendent/designee will notify the Facilities Department and all other appropriate resources as needed to respond to the utility leak. If possible, the site should call the utility company for advice regarding the incident, request assistance if necessary, and request a follow-up inspection after repair. Only if there is a threat to person or property should the utilities be shut off by the site.

Ventilation: Staff will pop open classroom and office doors to ensure proper ventilation.

Emergency Light: If needed, staff will be provided with additional lighting such as flash lights.

C. Plan for a Loss of Natural Gas

Loss of power, water, and/or gas does not constitute an emergency and classes should continue using temporary utilities and supplies unless otherwise directed by the Office of the Superintendent/designee as a method to respond to the utility interruption. If possible, the site should call the utility company to get information regarding the severity of the outage.

A leak of power, water, and/or gas may constitute an emergency. Contact the Office of the Superintendent/designee for advice on how to respond immediately after evacuating students and staff from the affected areas. The Office of the Superintendent/designee will notify the Facilities Department and all other appropriate resources as needed to respond the utility leak. If possible, the site should call the utility company for advice regarding the incident, request assistance if necessary, and request a follow-up inspection after repair. Only if there is a threat to person or property should the utilities be shut off by the site.

D. Plan for a loss of Communication

In the event of a loss of school site landline telephone services, administration will use their cell phones to notify the Office of the Superintendent/designee of the loss of communication.

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Motor Vehicle Crash

Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" (dial 9, 911) and local police and/or Santa Clara County Sheriff's Dept. (408.293.2311) and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the Office of the Superintendent of the situation. A member of this group will call the Office of Communications with information on this situation.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a utility interruption, refer to Loss or Failure of Utilities.

7. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
10. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Pandemic

Psychological Trauma

Psychological Trauma

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

Temporary disruption of regular school functions and routines.

Significant interference with the ability of students and staff to focus on learning. Physical and/or psychological injury to students and staff.

Concentrated attention from the community and news media.

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

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Assistant Superintendent of Educational Services.
5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

Suspected Contamination of Food or Water

SUSPECTED CONTAMINATION OF FOOD OR WATER

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if

notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911" (dial 9, 911), Santa Clara County Department of Environmental Health Services (408.918.3400).
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. Facilities will notify the Assistant Superintendent of Educational Services , who will request an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.
7. The School Administrator and the Assistant Superintendent of Educational Services will confer with the Santa Clara County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

THREAT OF VIOLENCE

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

Procedure

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team will conduct the threat assessment. The SCCOE shall enlist the support of the local police agency affiliated with the school or building.
3. The School Threat Assessment Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Santa Clara County Sheriff's Dept.

Category 1: High violence potential; qualifies for arrest or hospitalization.

Category 2: High violence potential; does not qualify for arrest or hospitalization.

Category 3: Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4: Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

4. In categorizing the risk, the School Threat Assessment Team will attempt to answer two questions: (1) is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?

5. The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.

6. The School Threat Assessment Team will recommend appropriate action to the School Administrator.

7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

Unlawful Demonstration or Walkout

UNLAWFUL DEMONSTRATION/WALKOUT

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

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify the Local Police and/or Santa Clara County Sheriff's Dept. (408.293.2311) and the Assistant Superintendent of Educational Services.
4. As applicable, 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 his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
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. The Documentation staff member should keep accurate record of events, conversations and actions.
8. All media inquiries will be referred to the Santa Clara County Office of Education Communications Department (408.453.6514)
9. 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.
10. The School Administrator will notify parents of the incident, as appropriate.

Emergency Evacuation Map



School: Blueridge School “Jame Ranch Facility”

5 California Code of Regulations 550. Fire Drills.

A fire drill shall be conducted in each elementary and intermediate school at least once each month and in each secondary school not less than twice every school year. Ed Code 32001 says four times each year for intermediate. Local fire will likely enforce whichever has a greater requirement. The fire drill shall be conducted in accordance with either (a) or (b). (a) The governing board may arrange for a fire department to conduct fire drills for the school. (b) The principal of each school shall conduct the fire drills. In this case, all pupils, teachers, and other employees shall be required to leave the building.

- Lockdown- 2 x year
- Earthquake 2x year (once per semester)- Great Shake Out
- Fire 4x a year (1st drill within first 10 days of school)

Drill	Date	Time
Fire	██████	██████
Lockdown	██████	██████
Earthquake	██████	██████
Lockdown	██████	██████
Fire	Monthly through facility	██████
Earthquake	Quarterly through facility	██████



**Osborne School
Calendar of Safety Drills
2024-2025 SY**

Drill Type	Date
Fire/Evacuation	■
Shelter-in-place	■
Earthquake/Evacuation	■
Run/Hide/Defend	■
Reverse Evacuation/Lockdown	■
Fire/Evacuation	Probation holds Fire Drills Monthly
Earthquake	Probation holds Earthquake Drills Quarterly

5 California Code of Regulations 550. Fire Drills.

A fire drill shall be conducted in each elementary and intermediate school at least once each month and in each secondary school not less than twice every school year. Ed Code 32001 says four times each year for intermediate. Local fire will likely enforce whichever has a greater requirement. The fire drill shall be conducted in accordance with either (a) or (b). (a) The governing board may arrange for a fire department to conduct fire drills for the school. (b) The principal of each school shall conduct the fire drills. In this case, all pupils, teachers, and other employees shall be required to leave the building.

- Lockdown- 2 x year
- Earthquake 2x year (once per semester)- Great Shake Out
- Fire 4x a year (1st drill within first 10 days of school)

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Santa Clara County Office of Education	Santa Clara County Office of Education Court School	Eugene Santillan Principal, North County	ESantillan@sccoe.org 408-573-3201

Introduction and Purpose

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

This Instructional Continuity Plan (ICP) was last revised on 5/6/2025 and adopted by Santa Clara County Office of Education Court School on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Santa Clara County Office of Education Court School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

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

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

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.

Depending on the type of emergency, the Santa Clara County Court School program will notify parents and staff via the school communication portal mail, call and text capabilities no later than 5 calendar days following an emergency. Any updates or new information will be released in a timely manner. The school communication portal will notify the program if parents have received the notifications via email, text or phone calls. If parents have not received the information, school staff will reach out to all known parties for updated contact information. Communication will also be provided at school drop off or pick up of students and/or materials.

Support for Unique Needs

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

AED has a system to connect with students and families to check in on their social and emotional well-being: Established biweekly Positive Behavior Intervention System (PBIS)/Student Study Team (SST) meet to address system development and on-going monitoring of whole-school and individual student Social Emotional Learning (SEL) needs and learner supports. Identified staff who are trained in social emotional learning support, PBIS, and SST strategies will be approached to provide initial and on-going support in system development. The PBIS/SST staff will identify AED staff and community agencies to provide appropriate support services. These may include, but are not limited to: Follow up with teacher/staff concern through phone calls to families, collaborate with outside providers, connect families to local health agencies, establish student support groups, regular family check-ins, and establish PBIS program at each school site. Trauma informed professional development are offered throughout the school year to AED staff. There is support and help offered here for stress, anxiety, chronic pain, and more. It's safe, secure and personalized and staff are able to track their health, and participate in activities.

Access to Instruction

Timeline for Access to Instruction

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

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

Conditions for Resuming Access to In-Person Instruction

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

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

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

Local/state health authority clearance (e.g., end of quarantine mandates, safety certifications).

Facility readiness: Buildings must be safe, accessible, and fully functional (power, water, internet, HVAC, etc.).

Staff availability: Sufficient staffing levels to ensure safe supervision and instruction.

Court School will transition to a hybrid learning model.

Remote Instruction

Plans for remote instruction.

As required, Santa Clara County Office of Education Court School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Students will be provided a full day of instruction and assignments to meet the minimum instructional minutes through a combination of synchronous and asynchronous assignments. AED students will communicate with their teachers via Zoom, phone, email, and instant messaging through the Learning Management System (LMS). All activity on the LMS will be monitored for task completion. Instructional minutes will be measured by student time on task as well as any live contact with teaching staff through direct instruction, tutoring, or interacting with assignments including multi-media. The teacher of record will document engagement throughout the 24 hour period for purposes of recording time value of pupil work. Staff engaged in live contact with students will report the time value of pupil engagement to the teacher of record at the end of the regular school day. The teacher of record will ensure student work done after regular school hours is recorded for that day. Student engagement records will be submitted weekly to the site administrator.

All students will begin working in a distance learning model with individual Chromebooks and using the learning management system for standards-based online courses. Counselors will review student transcripts for remaining courses required for graduation and notify staff of the results. Teachers will assign students courses and instruct students on how to utilize the new platform. Whether fully online, in class, or a hybrid for this school year, all courses will be assigned and completed within the online learning platform. Students enrolling after this time will have access to needed technology. Students will engage in daily check-ins with teachers, 1:1 student-teacher sessions, and small group cohort sessions with peers through an online virtual meeting platform. Teachers will utilize tech based intervention tools to personalize student skill development. The pathways are structured so teachers can create a unique set of review exercises and videos to assist each student by targeting those areas a student needs to build skills and be successful in mastering content in their courses.

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.

Alternative Education staff will collaborate with Probation partners to provide instructional materials and online learning opportunities to court school students. Probation will monitor classroom processes and SCCOE staff will oversee instruction and the academic progress of students. Alternative Education will provide access to supplies and technology to support all students through Distance Learning. At the onset of an emergency, the department will work quickly to ensure that all students have access to a computer device, Internet access, and assistive devices as needed. Technology will be distributed to students onsite. To support a pivot from in-person to remote learning through independent study and blended learning models. All court school classrooms will be supplied with adequate supportive technology. Distribution will occur during the first week of the school closure. Devices will be maintained by the County Office of Education IT support staff.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Alternative Education will provide access to core curriculum for all students through Distance Learning. The student population represents unduplicated students to include: English Learners, foster youth, and low income students. At the onset of an emergency, the alternative education program administration will work quickly to ensure that all students have access to a computer device, Internet, and assistive devices as needed. Distance Learning includes teacher contact and support through email, online chat/messaging, online courses, and Google classrooms. Curriculum is differentiated and appropriate accommodations and modifications per student's IEP or 504 are made. Teachers receive student lists daily in order to identify and support teacher intervention for English Learners, and Special Education teachers work within student IEPs to address needs of English Learners. Reclassification processes are conducted in May for eligible students. Foster Youth are identified, and social workers collaborate with the Homeless/Foster Liaison to provide services to homeless families and students. Devices, care packages, and resources are provided to all students and families.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Santa Clara County Office of Education Court School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

All students will begin working in a distance learning model with individual Chromebooks using the learning management system for standards-based online courses.

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.

Depending on the type of emergency, the Santa Clara County Court School program will notify parents and staff via the school communication portal mail, call and text capabilities no later than 5 calendar days following an emergency. Any updates or new information will be released in a timely manner. School Messenger will notify the program if parents have received the notifications via email, text or phone calls. If parents have not received the information, school staff will reach out to all known parties for updated contact information.

Technological Readiness

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

Technology will be distributed to students onsite. To support a pivot from in-person to remote learning through independent study and blended learning models. All court school classrooms will be supplied with adequate supportive technology. Distribution will occur during the first week of the school closure. Devices will be maintained by the County Office of Education IT support staff.

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.

Students will be provided a full day of instruction and assignments to meet the minimum instructional minutes through a combination of synchronous and asynchronous assignments. AED students will communicate with their teachers via Zoom, phone, email, and instant messaging through the Learning Management System (LMS). All activity on the LMS will be monitored for task completion. Instructional minutes will be measured by student time on task as well as any live contact with teaching staff through direct instruction, tutoring, or interacting with assignments including multi-media. The teacher of record will document engagement throughout the 24 hour period for purposes of recording time value of pupil work. Staff engaged in live contact with students will report the time value of pupil engagement to the teacher of record at the end of the regular school day. The teacher of record will ensure student work done after regular school hours is recorded for that day. Student engagement records will be submitted weekly to the site administrator.

All students will begin working in a distance learning model with individual Chromebooks and using the learning management system for standards-based online courses. Counselors will review student transcripts for remaining courses required for graduation and notify staff of the results. Teachers will assign students courses and instruct students on how to utilize the new platform. Whether fully online, in class, or a hybrid for this school year, all courses will be assigned and completed within the online learning platform. Students enrolling after this time will have access to needed technology. Students will engage in daily check-ins with teachers, 1:1 student-teacher sessions, and small group cohort sessions with peers through an online virtual meeting platform. Teachers will utilize tech based intervention tools to personalize student skill development. The pathways are structured so teachers can create a unique set of review exercises and videos to assist each student by targeting those areas a student needs to build skills and be successful in mastering content in their courses.

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.

Alternative Education will provide access to core curriculum for all students through Distance Learning. The student population represents unduplicated students to include: English Learners, foster youth, and low income students. At the onset of an emergency, the alternative education program administration will work quickly to ensure that all students have access to a computer device, Internet, and assistive devices as needed. Distance Learning includes teacher contact and support through email, online chat/messaging, online courses, and Google classrooms. Curriculum is differentiated and appropriate accommodations and modifications per student's IEP or 504 are made. Teachers receive student lists daily in order to identify and support teacher intervention for English Learners, and Special Education teachers work within student IEPs to address needs of English Learners. Reclassification processes are conducted in May for eligible students. Foster Youth are identified, and social workers collaborate with the Homeless/Foster Liaison to provide services to homeless families and students. Devices, care packages, and resources are provided to all students and families.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

At the onset of an emergency, the department will work quickly to ensure that all students have access to a computer device, Internet access, and assistive devices as needed. Virtual IEP meetings will be scheduled and conducted via secure video conferencing such as Zoom. There will be service delivery adjustments made based on the type of emergency and services needed example switching to virtual sessions for speech therapy, counseling, resource support. All changes or interruptions to services are documented.

English Learners (EL)

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

English Learners will still be offered support through a distance learning model. Distance Learning includes teacher contact and support through on-line meeting platforms, text, phone, email, online chat, online courses, and Google classrooms. Teachers receive student lists weekly in order to identify and support teacher intervention for English Learners, and Special Education teachers work within student IEPs to address needs of English Learners.

Professional Learning

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

Professional development for AED staff will be provided to certificated and classified staff weekly and included distance learning strategies, health and wellness for staff and students, training on the Learning Management System (LMS), data migration and course development, as well as security system training for use of the online monitoring program Insight which supports the monitoring of student computer usage within the LMS. Additional training will include any related to school closures such as cleaning protocols, face covering and face shield use and care, and additional health and wellness training to include Trauma Informed 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.

AED has a system to connect with students and families to check in on their social and emotional well-being: biweekly Positive Behavior Intervention System (PBIS)/Student Study Team (SST) will meet to address system development and on-going monitoring of whole-school and individual student Social Emotional Learning (SEL) needs and learner supports. Identified staff who are trained in social emotional learning support, PBIS, and SST strategies will provide initial and on-going support in system development. The PBIS/SST staff will identify AED staff and community agencies to provide appropriate support services. These may include, but are not limited to: Follow up with teacher/staff concern through phone calls to families, collaborate with outside providers, connect families to local health agencies, establish student support groups, regular family check-ins, and fidelity of PBIS programs at each school site. Trauma informed professional development is offered throughout the school year to AED staff. There is support and help offered here for stress, anxiety, chronic pain, and more. It's safe, secure and personalized and staff are able to track their health, and participate in activities.

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

In the event of an emergency Alternative Education staff will work with County Office Staff and the Administrator of Emergency, Preparation and School Safety along with the County Office of Emergency Management to coordinate distribution of supplies and schedule pick up/drop off for families and community members.

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.

Alternative Education staff will coordinate with contractors to transition services offered to an online/ hybrid environment when necessary. Documentation of services offered will be kept.

Site-Based Collaboration

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

Teacher collaboration and sharing of evidence-based practices will occur on a monthly basis through committees, online platform and Professional Learning Teams/Communities to improve instructional practice (may include but not be limited to implementation of Common Core, use of interim and formative assessments. Staff is included in the development of this plan and staff will be involved in the annual review of the plan to provide feedback and lessons learned.

Return to Site-Based Learning

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

The return to site-based learning directive will depend on the emergency. The expected return date and conditions that need to be met before returning will be communicated to staff, students and family via school messenger as well as phone calls home as needed.

Local/state health authority clearance (e.g., end of quarantine mandates, safety certifications).

Facility readiness: Buildings must be safe, accessible, and fully functional (power, water, internet, HVAC, etc.).

Staff availability: Sufficient staffing levels to ensure safe supervision and instruction.

Transportation: Bus routes must be operational with safe travel conditions.

Supplies: Availability of PPE, cleaning materials, and learning resources if required.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Santa Clara County Office of Education Court School's Comprehensive School Safety Plan (CSSP).

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

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:

Meeting and reviewing with the school site staff. Meeting, reviewal and approval of School Site Council. This plan will be reviewed yearly as part of the Comprehensive School Safety Plan or sooner if needed.