

Comprehensive School Safety Plan

**2024-2025
School Year**

School: Opportunity Youth Academy
CDS Code: 43104390135087
District: Opportunity Youth Academy
Address: 1290 Ridder Park Drive
San Jose, CA 95131

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- with Fire Authority

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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).....	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	11
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	12
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	17
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	17
(E) Discrimination and Harassment Policy (EC 212.6 [b]).....	17
Hate Crime Reporting Procedures and Policies	19
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	20
(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	23
(K) Response Procedures for Dangerous, Violent, or Unlawful Activities.....	23
(L) Opioid Prevention and Life-Saving Response Procedures	23
(M) Instructional Continuity Plan.....	23
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	23
Safety Plan Review, Evaluation and Amendment Procedures.....	25
Safety Plan Appendices.....	26
Emergency Contact Numbers	27
Safety Plan Review, Evaluation and Amendment Procedures	28
Opportunity Youth Academy Incident Command System	29
Incident Command Team Responsibilities	30
Emergency Response Guidelines	31
Step One: Identify the Type of Emergency	31
Step Two: Identify the Level of Emergency.....	31
Step Three: Determine the Immediate Response Action	31

Step Four: Communicate the Appropriate Response Action34

Types of Emergencies & Specific Procedures.....35

 Aircraft Crash35

 Animal Disturbance.....36

 Armed Assault on Campus36

 Biological or Chemical Release.....39

 Bomb Threat/ Threat Of violence42

 Bus Disaster.....43

 Disorderly Conduct44

 Earthquake44

 Explosion or Risk Of Explosion45

 Fire in Surrounding Area47

 Fire on School Grounds48

 Flooding49

 Loss or Failure Of Utilities50

 Motor Vehicle Crash52

 Pandemic52

 Psychological Trauma.....52

 Suspected Contamination of Food or Water53

 Tactical Responses to Criminal Incidents54

 Unlawful Demonstration or Walkout.....54

Emergency Evacuation Map.....56

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/oia/Pages/default.aspx>

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

Safety Plan Vision

Opportunity Youth Academy (OYA) is a county-wide benefit charter designed to address the needs of high school dropout recovery in Santa Clara County. OYA serves students from ages 16 through 24 who have been disengaged from school and seek to return to a school setting to complete their high school diploma. OYA re-engages students through an innovative curriculum that integrates technology with academics and workforce preparation in a blended learning environment with students coming to the classroom setting and working independently.

Referred to as Opportunity Youth, our students are typically over-age and under-credited, and our students share a common background of struggling in traditional schools and failing to keep up with their intended graduating cohort. Opportunity Youth are also defined as disengaged from the workforce, and all interested students enrolled in Opportunity Youth Academy receive workforce training, certification and job placement through our partnership with local workforce education providers.

OYA sites are designed as small, individualized, and relevant to today's workforce needs. OYA sites run year-round, and students may enroll at any time. Students attend OYA sites between one and 20 hours a week for individualized attention and differentiated instruction in addition to completing independent work outside of the classroom setting through the online core curriculum.

OYA maintains an up-to-date Comprehensive School Safety Plan that was approved by the Opportunity Youth Academy Board in January of 2025. The plan will be reviewed with faculty and students. Key elements of the plan include classroom safety, child abuse reporting procedures, disaster preparedness, emergency evacuations, discrimination, harassment, intimidation, bullying, hate crimes, toxic substances, and other topics.

Components of the Comprehensive School Safety Plan (EC 32281)

Opportunity Youth Academy Safety Committee

The Opportunity Youth Academy School Site Council in collaboration with the Emergency Preparedness School Safety and Security Administrator facilitates the Comprehensive School Safety Plan and ensures a safe and orderly environment for students.

Assessment of School Safety

Opportunity Youth Academy classrooms are single classroom with an open space and desktop computer stations, tables are available for group work. Students sign in and out of the classroom, and are expected to adhere to the school's behavior expectations and rules. Many OYA classrooms are located within larger facilities owned and operated by outside (non-SCCOE) entities that provide space to Opportunity Youth Academy and may have additional site rules and security protocols.

Opportunity Youth Academy School Staff are committed to the safety of the classroom environment. All staff are assigned to supervise students upon entrance, breaks, and exit from the classroom. The assigned teacher and principal are involved in all major student discipline issues.

OYA's Locations and Physical Environments:

Opportunity Youth Academy has six classroom sites located throughout Santa Clara County. Two are outward facing to the street, Sobrato and the South County Annex.

Description of School Grounds and Maintenance of School Buildings/Classrooms:

Grounds and Maintenance at all sites is the responsibility of the non-SCCOE landlord, including mandated health and fire department expectations. OYA staff periodically examine the site's physical facility to help eliminate or report to the landlord any obstacles to student safety.

OYA classrooms are monitored for safety and appearance by the administration and staff, and, during the hours of classroom operation, staff members provide supervision. The students and staff take pride in the appearance of the learning space, and OYA's classroom sites are well maintained and generally look neat and clean.

Internal Security Procedures:

The Santa Clara County Office of Education has established procedures in the following areas: suspension and expulsion procedures, inventory system, and additional pertinent data will be found in the School Accountability Report Card to be published in February 2025.

Because Opportunity Youth Academy receives the most vulnerable of students, our first priority is the safety of our school sites. Opportunity Youth Academy has taken steps to develop a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution.

Students in Opportunity Youth Academy receive an orientation with OYA support staff and a 1:1 Teacher Meet & Greet session with their teacher where behavioral expectations are established and the student (and parent/guardian, if the student is a minor) signs the school Independent Study Agreement. The adult student or parent of minor reviews and signs the OYA School Handbook digitally during registration. It is also available through the OpportunityYouthAcademy.org website on the parent and community pages. The handbook is also available in print upon request. The OYA navigators conduct a needs assessment prior to the orientation to determine any barriers to schooling the student may be experiencing, such as difficulties with employment, housing, food, child care, transportation or substance abuse. OYA navigators work with agency partners to provide resources for the student to help navigate the obstacles to school re-engagement. OYA believes that a safe learning environment is one where whole-student supports are provided by caring staff who know the student well.

OYA staff and navigators communicate regularly to discuss student needs and plan appropriate interventions to facilitate student success. When necessary, staff will convene re-engagement meetings with the student (and parents/guardians if the student is a minor) to outline a path for the student's continued engagement.

OYA staff and administrators contribute to a positive school climate, promote positive student behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each student identified under E.C. 49079.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive student conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the student's misbehavior.

Opportunity Youth Academy maintains a copy of Santa Clara County Office of Education's sexual harassment policy in the Comprehensive School Safety Plan at each site, and the policy is available on request in Student Services at the Santa Clara County Office of Education. SCCOE's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by students.

Included at the end of this School Safety Plan are site maps indicating safe entrance and exit areas for students, parents and school employees. All exits are clearly marked within OYA classrooms and the facilities in which they may be located.

To ensure the safety of students and staff, all visitors and students shall sign in immediately upon entering the OYA classroom during normal hours of operation. SCCOE employees not assigned to Opportunity Youth Academy shall wear appropriate identification badges while on campus conducting business.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Opportunity Youth Academy employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Additional internal security procedures affecting the integrity of the school facility include: telephones in every classroom and a security system operational during non- school hours.

The School's Social Environment:

Leadership at Opportunity Youth Academy is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Opportunity Youth Academy toward excellence in the areas of academic and social behavior.

The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Classroom Organization and Structure:

Opportunity Youth Academy teachers create a learning community that incorporates small group instruction and one-on-one teaching in a blended learning environment.

The teachers at Opportunity Youth Academy are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all students. Classrooms and teachers provide safe, orderly learning environments, enhance the experience of learning, and promote positive interactions between students and staff. Instructional time is maximized and disruptions are minimized.

The School's Cultural Environment:

There is a high level of cohesiveness among the staff members at Opportunity Youth Academy. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show support for all students. The academic and behavior efforts of students are recognized and rewarded.

All students are expected to behave in a manner that promotes safety and order. Students are encouraged to bring problems to their teacher, navigator, counselor, principal or other staff members. The daily goal for the staff is to be proactive rather than reactive in all situations of concern.

Community involvement is encouraged to help increase school safety. During every student's enrollment process, parents and guardians are extended an invitation to participate in meetings at Opportunity Youth Academy as well as participate in their child's classroom activities.

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

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Opportunity Youth Academy promotes educationally and psychologically healthy environments for all students. Opportunity Youth Academy recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Opportunity Youth Academy further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep students safe. Opportunity Youth Academy's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

SCHOOL SAFETY STRATEGY #1

Positive student interpersonal relations are fostered by teaching social-personal skills, encouraging students to feel comfortable assisting others to get help when needed and teaching students alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist students and families. The school uses a variety of methods to communicate to students, parents, and the greater community that all students are valued and respected, and to promote meaningful parental and community involvement.

Parent/Guardian Involvement

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their student's behavior, desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

SCCOE Schools

- effectively use the School Site Council
- notify parents about, and encourage participation in parenting programs
- have established a school visitation procedure
- use the School Accountability Report Card as a procedure to communicate to parents
- provide several opportunities for parent updates and parent-teacher conferences

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Students are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Community Linkages

The Santa Clara County Office of Education advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. When working with parents and students with specific issues, the staff at Opportunity Youth Academy will provide information to the families regarding available community resources.

As appropriate, students shall be informed about agencies that offer qualified professional assistance with substance abuse, physical or emotional problems, or other personal problems.

Preventing and Intervening: Student Aggressive Behavior

Creating a safe school requires having in place many preventive measures for student's mental and emotional problems. Schools can reduce the risk of violence by teaching students appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts. .

SCCOE also recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. Early identification and intervention practices shall be enacted to help identify those students who may be at risk for violence so that support may be provided before the student engages in violent or disruptive behavior.

SCHOOL SAFETY STRATEGY #2

Procedures, programs and strategies are used to help eliminate problems of bias or unfair treatment of students by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each student to safely report and, be protected after reporting, troubling behaviors that the student thinks may lead to dangerous situations, such as potential school violence.

Nondiscrimination and Fair Treatment of Students

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all students can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all students are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including students, parents, staff, and community members:

- shall be treated with dignity, respect and fairness;
- shall encourage and maintain high expectations;
- shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity;
- shall contribute to an environment of mutual respect, caring and cooperation.

Discipline Policy and Code

Effective and safe schools develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes conduct, specific rules and consequences that can accommodate student differences on a case- by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

SCCOE uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for students. Staff have developed plans to promote positive behaviors in the classroom and within the larger facilities where some OYA classrooms are located.

SCHOOL SAFETY STRATEGY #3

Opportunity Youth Academy's administrators, teachers, families, students, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

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.

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.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at any SCCOE school. The staff at Opportunity Youth Academy shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the student begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Drug and Violence Prevention Programs

The staff at Opportunity Youth Academy participate in community organizations such as the Mayor's Gang Prevention Task Force and the Clean Slate program that work within the Santa Clara County to reduce drug use and community violence. OYA staff work with students' probation officers, social workers and case managers to share information and monitor students' success. OYA students may be referred to local agencies for participation in drug and violence prevention programs.

(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 lead staff member (certificated or classified) will make the following announcement verbally within the classroom. The staff member 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, staff will instruct students to duck under their desks and cover their heads with their arms and hands.

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

4. Staff 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 Run-Hide-Defend 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 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 lead staff member (certificated or classified) will make the following announcement verbally within the classroom. The staff 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 and staff 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. Teachers and staff should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

3. Staff are responsible to secure individual classrooms with with maintenance support 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 lead staff member will make the following announcement. The staff 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, staff will instruct students to sit on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.

3. If outside, staff and students will proceed to their classroom if it is safe to do so. If not, teachers or staff will direct students to safety.

4. Staff 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, are 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 lead staff member will make the following announcement verbally. The staff 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. Teachers or staff will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.

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

4. Once assembled, teachers, staff, and students will stay in place until further instructions are given. Teachers or staff will text the principal with a situation update to include any missing students or staff as soon as it is safe to do so.

OFF-SITE EVACUATION

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

Description of Action

1. The teacher or staff will make the following announcement verbally. The staff 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 teacher or staff will determine the safest method for evacuating the site. This will include walking to the designated off-site location.
3. The teacher or staff 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, staff, and students will stay in place until further instructions are given. This will come from the principal, director, or assistant superintendent.
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 teacher or staff will make the following announcement verbally.

“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

All students in need of assistance will be assisted by the classroom paraeducator or navigator. This includes students with mobility needs.

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

Opportunity Youth Academy (OYA) has developed and maintains a comprehensive set of student discipline policies aligned with the Santa Clara County Office of Education (SCCOE) Board Policy 5114. These policies clearly describe the OYA's expectations regarding, among other things, attendance, mutual respect, substance abuse, violence, safety, and work habits.

No student shall be involuntarily removed by OYA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in this policy for expulsions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in this policy for expulsions, the student shall remain enrolled and shall not be removed until OYA issues a final decision. As used in this paragraph, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Notwithstanding the legally required notice in the preceding paragraph, compliance with the procedures for expulsion set forth in this Charter shall be the only processes for OYA to involuntarily dismiss, remove, or otherwise exclude a student who attends OYA from further attendance at OYA for any reason, including but not limited to, disciplinary, attendance, and academic causes.

Students expelled from any school for the offenses listed in Education Code Section 48915(a) or 48915(c) shall not be permitted to enroll in OYA during the period of their expulsion.

Each parent/guardian of high school-aged OYA students, will be required annually to verify that they have reviewed the policies with their student/s and that they understand the policies. Each adult student will also be required annually to verify that they have reviewed and understand the policies.

The procedures by which a student can be suspended or expelled from OYA for disciplinary reasons or otherwise involuntarily removed from OYA for any reason, include an explanation of how OYA will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with the requirements of Education Code section 47605.6(b)(5)(J), quoted above.

Furthermore, in accordance with California Education Code 48900., an OYA student shall not be expelled for any of the acts specified in Education Code Section 48900 subdivision (k) – having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrator, school officials, or other personnel engaged in the performance of their duties.

OYA acknowledges that substantive revisions to its student suspension and expulsion procedures, other than as necessary to maintain them as consistent with the suspension and expulsion procedures applicable to students who attend non-charter California public schools set forth in Education Code section 48900 et seq., shall constitute a material revision to the OYA Charter.

Students in need of behavioral intervention receive support from site navigators and teachers, and student behavior contracts may be created when necessary to outline expected behaviors conducive to student success.

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

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.

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

(E) Sexual Harassment Policies (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 coordinate 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 of 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

(J) 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)

(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 believes that appropriate dress and grooming contribute to a productive learning environment. The County Board 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. (cf. 4119.22 - Dress and Grooming) (cf. 5145.2 - Freedom of Speech/Expression) Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

The principal, staff and parents/guardians at a school site 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 County Board for approval. The County Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. (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 County Board for approval. The County Board 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 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. The Santa Clara County Superintendent of Schools or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms. The County Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.
Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183) Approved: October 20, 2010

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

All students arrive by independent means to the classroom site. Non-SCCOE site staff supervise students when entering and exiting the facility. For school sites with direct access to the outside, OYA staff supervises students as they enter and exit through the classroom door.

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

Attendance/Program Participation

Element:

Current rate of students chronically absent is 30%. This represents all Opportunity Youth Academy students in grades 9-12 who were absent 10% or more of the instructional days while they were enrolled.

Opportunity for Improvement:

Decrease the rate of students that are chronically absent/disengaged by 10%.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase the percentage of students attending/engaging	Provide ongoing meetings with adult students or parent(s) of students who are minors.	Title I	Teachers/Navigators/Principal	Percentage of Aeries attendance data
Increase parent involvement	Advertise and actively promote participation in School Site Council, ELAC, LCAP Parent Advisory Meetings and DELAC.	Title I	Principal/School Site Council President	Parent survey and meeting attendance
1:1 counseling meetings	Provide students the opportunity to meet as a small group as well as 1:1 to support student success.	LCFF supplemental/concentration, Title IV	Mental Health Therapist and Clinician	Aeries attendance data
Case Management Process	Hold monthly case management meetings with teachers.	LCFF supplemental/concentration, Title I	Principal	Aeries attendance data
Increase attendance/engagement of Foster/Homeless youth	Collaborate regularly with the OYA Foster Youth Services Manager for educational liaison support; research, coordination, and assessment of educational progress of Foster/Homeless students.	LCFF supplemental/concentration	Foster Youth Services Manager/Teachers/Navigators/Principal	Aeries attendance data

Component:

Mental/Social/Emotional Wellbeing

Element:

Current rate of engagement is 70%. This represents all Opportunity Youth Academy students in grades 9-12 who were disengaged 10% or more of the instructional days during their enrollment.

Opportunity for Improvement:

Increase engagement by 10%

Objectives	Action Steps	Resources	Lead Person	Evaluation
Student mental health counseling.	Provide students the opportunity to meet as a small group or 1:1 to support mental and emotional health.	LCFF supplemental/concentration, Title IV	Mental Health Therapist and Clinician	Aeries attendance data, student surveys

Component:

Facilities/Maintenance

Element:

In most recent LCAP survey 100% of respondents reported the school sites as meeting health and safety guidelines.

Opportunity for Improvement:

Continue to monitor and provide learning environments that meet health and safety guidelines for all sites.

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 ensure timely completion.	Facilities maintenance department.	Director OYA and Principal	Number and type of submitted work orders
To ensure all school staff and students are prepared in event of a disaster or emergency.	Provide training for staff and students on emergency procedures.	Safety Plan procedures and site scheduled safety drills.	Principal	Submission of calendar with completed emergency procedures training and site safety drills.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Opportunity Youth Academy Student Conduct Code**

Elements of a Good Discipline Program

1. The program is focused upon making each school site, especially the classroom, a safe supportive and orderly environment for learning for students and staff.
2. Classroom authority is retained by the classroom teacher. (Administration's role is to support, not to replace.)
3. Rules and procedures are clearly understood by staff and students.
4. All staff members will acknowledge and take appropriate action on any minor or major infraction of the school rules.
5. Rules and procedures comply with state law and SCCOE policies.
6. The program recognizes the responsibilities and the rights of students and staff.
7. Program is structured to keep students in class and engaged in the educational process.
8. Rules are enforced:
 - by all staff members at all times
 - strictly, but not rigidly
 - in substantial part by adult modeling
 - using techniques that promote the growth of positive self-esteem
9. The discipline program is understood, endorsed, and supported by staff, parents, and students.

Conduct Code Procedures

Every attempt is made to create and maintain a positive atmosphere in all OYA sites. Since traditional disciplinary measures have been generally unsuccessful with students in this program, a different approach is used. Students and parents are required to sign a student agreement before they are enrolled in the program. With this document, students agree:

1. To sign in using the link or QR code when arriving to class and to sign out when leaving class.
2. Not to use or possess tobacco/marijuana, alcohol, illicit drugs, or any other harmful substance on school property or while participating in school-related activities and not come to school while under the influence of these substances.
3. Not to participate in violence or threats of violence or to use or possess any type of weapon on school property or while participating in school-related activities.
4. To attend school regularly and be in class on time.
5. To participate in classroom activities as the teachers and staff ask.
6. To respect classmates, school employees and school property.
7. To step outside the classroom to use cell phones with permission.

Through this system, students understand that they may remain in OYA as long as they are willing to obey these rules. Please note, supplemental contracts may be created to address individual situations.

(J) Procedures for Criminal Incidents

Schools shall immediately suspend and recommend expulsion for students that commit any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

The school board shall order the student expelled upon finding that the student committed the act. The student will not be allowed to reenroll until the end of the expulsion period.

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

OYA is committed to ensuring that students have access to a safe learning environment. In the event of a major incident involving dangerous, violent, or unlawful activities were to occur, the staff are to ensure the safety of students by withdrawing them from the area. Once students have been relocated to a safe area, the teacher or staff member will contact the principal and director via phone call.

Staff will submit an incident report to the principal once time permits but within the same school day.

(L) Opioid Prevention and Life-Saving Response Procedures

OYA ensures informational material is readily available at each school site. All staff are trained annually on use of life-saving response procedures in the event of an overdose. Naloxone is located in a clearly marked and publically accessible box mounted on the wall at each of the OYA sites. If an opioid overdose event occurs staff will provide life saving steps by deploying the naloxone and contacting emergency personnel. The staff will contact the principal as soon as it is practical to do so. An incident form will be completed and submitted to the principal the day of the incident.

(M) Instructional Continuity Plan

OYA Instructional Continuity Plan - see attachment

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.

BIAS AND BULLYING PREVENTION

OYA provides employees information on school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning pupils and pupils who may face bias or bullying on the basis of religious affiliation, or perceived religious affiliation as required by Education Code Section 234.1

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.
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.
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 self-esteem.

Schools:

1. Establish and enforce classroom and school rules against bullying.
2. If necessary, establish a bullying prevention committee to create a long-term anti-bullying plan and raise school awareness. Involve parents in planning, discussions and action plans.

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 by law and fire and enforcement for advisement before being presented to the OYA Governing Board for approval.

Safety Plan Appendices

Emergency Contact Numbers

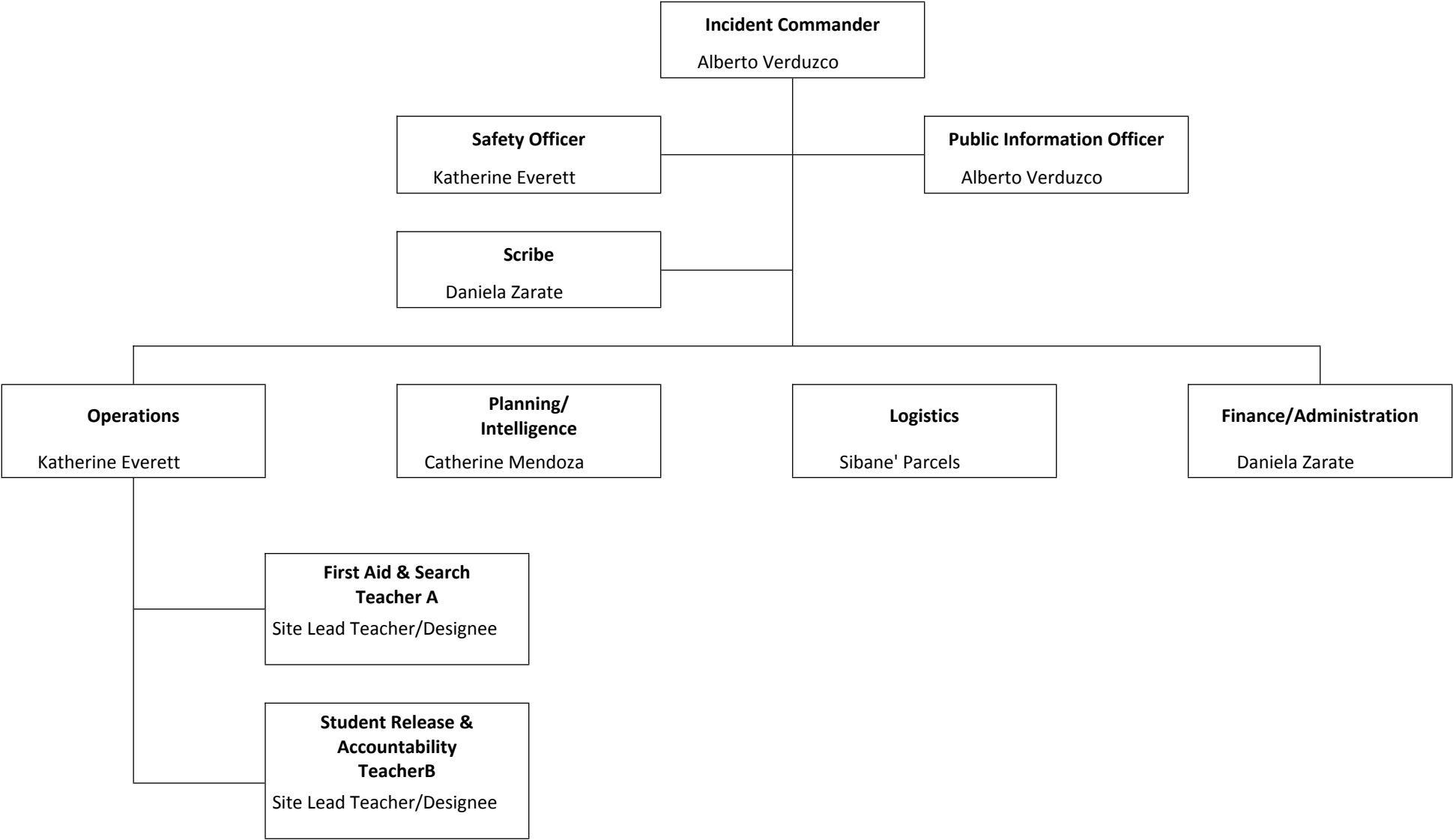
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
	Bay Area Air Quality Management District	415-749-4900	https://www.baaqmd.gov/about-air-quality/current-air-quality
	California Highway Patrol	800.835.5247	
	County Department of Health Services	408.792.5050	https://publichealth.sccgov.org/home
	Gas Company Pacific Gas and Electric	800.743.5000	
	Electric Company Southern California Edison Co.	800.655.4555	
	Local Fire Station	408.277.8950	
	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		
Review of School Safety Plan by San Jose PD		
Review of School Safety Plan by Fire Department		
Review of School Safety Plan by OYA School Site Council	January 13, 2025	

Opportunity Youth Academy 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

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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. 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 administrator, lead teacher, or staff will make the following announcement to the classroom or office areas: :

“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 move away from windows, duck under their desks or tables 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 administrator, lead teacher, or staff will make the following announcement to the classroom or office areas:

“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 administrator, lead teacher, or staff will make the following announcement to the classroom or office areas:

“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 administrator, lead teacher, or staff will make the following announcement to the classroom or office areas:

“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 administrator, lead teacher, or staff 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 administrator, lead teacher, or staff will make the following announcement to the classroom or office areas:

“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 administrator, lead teacher, or staff 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 administrator, lead teacher, or staff will make the following announcement to the classroom or office areas:

“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.

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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 administrator, lead teacher, or staff will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the administrator, lead teacher, or staff 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 administrator, lead teacher, or staff 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 administrator, lead teacher, or staff will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
6. The administrator, lead teacher, or staff 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 administrator, lead teacher, or staff will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

SPECIAL PROVISIONS FOR STUDENTS WITH DISABILITIES

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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 administrator, lead teacher, or staff 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.

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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 your 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.

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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 administrator, lead teacher, or staff 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 administrator, lead teacher, or staff will call "911" (dial 9, 911), and will provide the exact location (e.g., building, room, area) and nature of emergency. If the administrator is not on-site, the lead teacher or staff will notify the School Administrator with exact location and nature of emergency.
3. The School Administrator will notify the Assistant Superintendent of Educational Services 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 administrator, lead teacher, or staff will immediately direct staff to remove students from the affected areas to an area upwind from the release. The administrator, lead teacher, or staff 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 administrator, lead teacher, or staff will call “911” (dial 9, 911) and will provide the exact location and nature of emergency. If the administrator is not on-site, the lead teacher or staff will notify the School Administrator with exact location and nature of emergency.
4. The School Administrator will notify the Assistant Superintendent of Educational Services.
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 administrator, lead teacher, or staff will call “911” (dial 9, 911) and will provide the exact location and nature of emergency. If the administrator is not on-site, the lead teacher or staff will notify the School Administrator with exact location and nature of emergency.
5. The School Administrator will notify the Assistant Superintendent of Educational Services.
6. The administrator, lead teacher, or staff 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.

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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 administrator, lead teacher, or staff 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 Principal of missing students.

9. The administrator, lead teacher, or staff 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. If the school administrator is not on-site, contact will be made by the lead teacher or staff after the "911" phone call to emergency personnel.

10. The School Administrator will notify the Assistant Superintendent of Educational Services.

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 administrator, lead teacher, or staff will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.
14. After the incident is over, the lead teacher or staff with the School Administrator will complete the Bomb Threat Report

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Bus Disaster

Guidelines for school bus or van 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.
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 Chief of Student 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 site 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 the Chief of Student 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.

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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 teachers or staff 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 teachers or staff 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 teachers and staff will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
6. The teacher or staff will direct the fire department to the fire and brief fire department official on the situation.
7. The School Administrator will notify the appropriate utility company of damages.
8. The School Administrator will notify the Assistant Superintendent of Educational Services of the fire. A member of this group will call the Office of Communications with information of the situation.
9. If needed, the School Administrator will notify the Transportation Department to request busses for staff and student evacuation.
10. 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.
11. 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.
12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

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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 Chief of Student 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 administrator, lead teacher, or staff will initiate appropriate Immediate Response Actions, which may include SHELTER- IN- PLACE, or EVACUATE BUILDING. Notification will be made to the School Administrator when safe to do so.
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 prop 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 administrator, teacher lead, or staff will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the administrator, teacher lead, or staff 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 School Administrator of missing students.
4. The administrator, lead teacher, or staff 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. Staff will notify the School Administrator after they contact emergency services.
5. The School Administrator will notify the Assistant Superintendent of Educational Services 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 administrator, teacher lead, or staff will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
8. The staff 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 a 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 administrator, teacher lead, or staff will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The administrator, teacher lead, or staff will notify "911" (dial 9, 911), Santa Clara County Department of Environmental Health Services (408.918.3400). Notification will follow to the School Administrator.
3. The administrator, teacher lead, or staff 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 administrator, teacher lead, or staff 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 administrator, lead teacher, or staff will proceed to the main entrance 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. If the site has a gate, it 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 administrator, lead teacher, or staff 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

Emergency Evacuation Map

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
Opportunity Youth Academy	Opportunity Youth Academy	Katherine Everett Principal Opportunity Youth Academy	Keverett@sccoe.org 408-573-3241

Introduction and Purpose

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

This Instructional Continuity Plan (ICP) was last revised on 5/13/25 and adopted by Opportunity Youth Academy 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, Opportunity Youth Academy 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.

The Opportunity Youth Academy will notify parents, adult students, and staff school through email, call and text capabilities, and posted on the homepage of the school website, no later than 5 calendar days following an emergency. Any updates or new information will be released in a timely manner through the same communication methods as initial communication. School staff will also 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 Special Needs

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

Opportunity Youth Academy has a system to connect with students and families to check in on their social and emotional well-being: Established weekly check-ins with students that include on-going monitoring of individual student mental health and social well-being needs and learner supports. Identified staff who have received training in mental health needs have been identified 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, and regular family check-ins.

Access to Instruction

Timeline for Access to Instruction

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

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

As required, Opportunity Youth Academy 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).

Remote Instruction

Plans for remote instruction.

As required, Opportunity Youth Academy 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.

Opportunity Youth Academy (OYA) students will communicate with their teachers via phone or Zoom at a minimum of once per week. Credit-bearing and synchronous learning experiences will be utilized per the OYA Attendance and Engagement Policy to assign time valuation by the teacher of record.

Weekly, the teacher of record will assign work. Staff engaged in synchronous learning experiences 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 synchronous learning experiences are combined with credit-bearing time valuation for that week. Student engagement/attendance will be submitted no later than Monday morning of the following week for attendance purposes in the Student Management System.

All students will begin working in a distance learning model with individual Chromebooks or home computers using the established learning management system currently in use by the student. The school counselor will continue the ongoing review of student transcripts for remaining courses required for graduation upon teacher request. Teachers will assign students courses and continue monitoring student engagement per the Opportunity Youth Academy Tiered Reengagement Roadmap. Whether fully online or blended, all courses will be assigned and completed within the learning management system. Opportunity Youth Academy online registration and enrollment will continue as established in the Student, Parent, and Staff Handbook. The Navigator meeting and Teacher Meet & Greet may be done via Zoom. The teacher of record will use diagnostic and intervention tools to personalize student skill development. These tools help teachers develop individualized pathways within the program. The pathways are structured so teachers can create a learning environment unique to the needs of 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.

Opportunity Youth Academy will provide access to supplies and technology to support all students through Distance Learning. At the onset of an emergency, the school staff will work quickly to ensure that all students have access to a computer device as needed. If needed, additional learning materials and technology for students will be distributed within 10 instructional days following the emergency to support asynchronous learning. All OYA students will be offered a Chromebook. The process used to ascertain the needs of students will include a survey and direct contact with students. Distribution will occur during the first week of the school closure.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

All students will begin working in a distance learning model with individual Chromebooks, or home computers, used to access the learning management system for standards-based online courses.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Opportunity Youth Academy 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, or home computers, used to access 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, Opportunity Youth Academy administration will notify parents and staff through email, phone call, text, and post on the OpportunityYouthAcademy.org homepage no later than 5 calendar days following an emergency. Any updates or new information will be released in a timely manner. The school staff will confirm if adult students and parents of minors have received the notifications. 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 sites during any materials/technology pick-up.

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 for students who have a need will be distributed within 10 instructional days following the emergency to support those students not currently in possession of a device. The process used to ascertain the needs of students will include a survey and direct contact with students. Distribution will occur during the first week of the

school closure. If a student requires their device to be serviced they will be scheduled to return the device and pick up a replacement at the school site. Chromebook distribution will be scheduled regularly as needed.

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 assigned a weeks worth of work to include credit-bearing and synchronous learning experiences. OYA students will communication with their teacher via Zoom or phone once per week. All activity on the LMS will be monitored for teacher time valuation per the OYA Attendance and Engagement Policy. Measurement of engagement for attendance purposes will include credit-bearing coursework and synchronous learnign experiences. The teacher of record will document engagement throughout the week for purposes of recording time valuation. 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. Student engagement/attendance will be recoreded no later than the following Monday morning of the week being recorded in the Student Management System. All students will begin working in a distance learning model with technology devices using the learning management system for standards-based online courses. The OYA counselor, upon request from the teacher of record, will review student transcripts for remaining courses required for graduation and notify the teacher of record of the results. All core content courses will be assigned and completed within the learning management system. Students enrolling after this time will have individual pick-up times scheduled through their teacher of record. Students will engage in weekly check-ins with their teacher of record teachers, 1:1 student-teacher sessions, and small group cohort sessions with peers through an online virtual meeting platform. Teachers will utilize technology based diagnostic and intervention tools to personalize student skill development. These tools help teachers develop learning lab experiences 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.

Opportunity Youth Academy 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 department will work quickly to ensure that all students have access to a computer device and assistive materials as needed. Distance Learning includes teacher contact and support through on-line meeting platforms, text, phone, email, and online courses. Curriculum is differentiated and appropriate accommodations and modifications per student's IEP or 504 are made. Through the Learning Management System, teachers identify and support teacher intervention for English Learners. As case managers, OYA teachers support the individual needs of students with disabilities through their Invidiualized Education Program (IEP) or Section 504 Plan. English Learner Reclassification processes are conducted throughout the year for eligible students. Foster and Homeless Youth are identified, and social workers collaborate with the Foster and Homeless Youth Liaison to provide services to foster youth and homeless 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 and materials 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 video conferencing such as Zoom, text, phone, email, and the online courses. Teachers will be informed of a newly enrolled student's English status and have access to the Student Information System in order to support the teacher in providing appropriate English Language Development instruction. Students who are English Learners with a disability will receive supports per their services and accommodations identified in the IEP or 504 Plan.

Professional Learning

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

Professional development for Opportunity Youth Academy staff will be provided to certificated and classified staff regularly and will include a review of distance learning strategies, health and wellness for staff and students, re-training on the existing Learning Management System (LMS) upon request, and Learning Lab instruction development and delivery. 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.

Opportunity Youth Academy has an established system to connect with students and families to check in on their social and emotional well-being: All staff interact weekly with students and refer students either via referral form or direct contact with a contracted mental health therapist or clinician. Identified staff who are trained in mental health and social emotional learning strategies provide initial support. OYA staff utilize an established process of notifying community agencies of students who are in need of support services. Staff utilize a number of additional resources for referral purposes to include Levels of Need Safety Cards, the OYA MTSS Hierarchy of Support, Mental Health and Wellness Safety Stickers and Magnets with contact for community mental health and wellness outreach. Additional options available to staff include, but are not limited to: follow up with teacher/staff concerns through phone calls to families, collaboration with outside providers, connecting families to local health agencies, establishing student support groups, and regular family check-ins.

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

In the event of an emergency Opportunity Youth Academy 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.

Opportunity Youth Academy 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 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 platforms 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. OYA staff was 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 in-person learning directive will depend on the emergency. The expected return date and conditions that need to be met before returning to in-person learning will be communicated to staff, students and family via email, posted on the OpportunityYouthAcademy.org homepage, 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 Opportunity Youth Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Opportunity Youth Academy'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.