

Comprehensive School Safety Plan

2025-26 School Year

School: SunRidge Charter School

CDS Code: 4970961-4930350

District: SunRidge Charter School

Address: 7285 Hayden Ave
Sebastopol

Date of Adoption:

Date of Update: January 23, 2026

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
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California Comprehensive School Safety Plan (CSSP) Overview

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

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

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

How to write your School Safety Plan

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

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

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

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

Recommended Components and Best Practices:

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

Safety Plan Completion Timeline

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

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

A copy of the Comprehensive School Safety Plan is available for review at 700 Watertrough Rd Sebastopol, CA 95472.

Safety Plan Vision

It is the goal of the Twin Hills Safety Committee to annually review and updated the Comprehensive School Safety plan, and ensure that all programs, policies, and school environments are implemented in a way that provides for the safety and wellbeing of students, staff, families, and the school community.

Components of the Comprehensive School Safety Plan (EC 32281)

SunRidge Charter School Safety Committee

Assessment of School Safety

Safe and effective schools are places that are free from disruptive behavior and discipline problems that interrupt learning. Safe schools have a responsibility to provide safe, disciplined, and drug-free environments where students feel safe from intimidation, bullying, rejection, and physical harm. They allow students to concentrate on learning; teachers to focus on teaching; and parents to be confident their children are in a secure, peaceful environment. Data analysis from our leadership team, SARC, and additional reports, confirm that Twin Hills School District schools continue to be safe campuses that are highly conducive to student learning.

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

- A. CHILD ABUSE REPORTING PROCEDURES
- B. DISASTER PROCEDURES - EMERGENCY OPERATIONS PLAN (EOP)
- C. SUSPENSION & EXPULSION POLICIES
- D. PROCEDURES FOR NOTIFYING TEACHERS ABOUT DANGEROUS PUPILS
- E. DISCRIMINATION, HARASSMENT & HATE CRIME POLICIES & PROCEDURES
- F. SCHOOL-WIDE DRESS CODE (policies on gang attire, if applicable)
- G. SAFE INGRESS AND EGRESS
- H. PLAN FOR A SAFE AND ORDERLY ENVIRONMENT
 - Goals and Objectives - Component 1: Social Environment: People and Programs Goals and Objectives
 - Component 2: Physical Environment: Place
- I. RULES AND PROCEDURES ON SCHOOL DISCIPLINE
- J. BULLYING AND CYBERBULLYING PREVENTION POLICIES AND PROCEDURES
- K. STUDENT THREAT ASSESSMENT POLICY AND PROTOCOL
- L. SUICIDE PREVENTION POLICY AND PROTOCOL

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

School staff are trained and actively monitor the safety and welfare of students on a continual basis. In accordance with State law, staff identified as mandated reporters are required to report known or suspected child abuse to a child protective agency. In adherence to State Law, the Policy stipulates reporting must be made by the individual suspecting/observing the abuse to Child Protective Services and the principal. This responsibility cannot be delegated to another individual or a supervisor. Staff must annually take Mandated Reporter Training. New hires are required to take the training within six weeks of their employment start date. Staff are required to pass a post-test to verify they understood the presented material.

Board Policy: Child Abuse and Reporting 5141.4 can be located at:

<https://resources.finalseite.net/images/v1686144034/thusdk12caus/ckinncc6bxumujkgt3axa/8500067624984611386.pdf>

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

Disaster Plan

Essential Five: Immediate Action Emergency Response for Schools Protocol and Hazard Response Protocol

The Sonoma County Office of Education, in collaboration with Local Law Enforcement, County Government and Local Fire Departments implemented the Essential Five immediate Action Emergency Response for Schools Protocol for all Public and Charter Schools in the County and updates the protocol annually. The Essential Five Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. The Protocol is consistent with the guidelines established in California's Standardized Emergency Management System and shall integrate the procedures of the National Emergency Management System.

All employees of the District are Disaster Service Workers, as defined by the California Emergencies Services Act, and are subject to such disaster service activities as may be rightfully assigned to them and that all employees shall be required to subscribe to the oath or affirmation required by the Act. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. Staff, certificated and classified, will be given multiple opportunities annually to be trained on the Essential Five School Emergency Guidelines Immediate Action Response and Hazards Response Protocols. These trainings specifically include training on the following:

- Earthquake preparedness, response, and recovery actions. Including Drop, Cover, and Hold On response protocols.
- Fire and Smoke, bomb threat or explosion, dangerous wildlife, bioterrorism and hazardous material spill or leak procedures which may result in a Shelter-In-Place
- Evacuation/Relocation procedures and Student Release to Family for Reunification procedures
- Secure Campus procedures for act of violence or danger of violence in the surrounding community
- Lockdown/Barricade procedures for a violent intruder on school premises

In compliance with SB 323, the above outlined processes will include appropriate adaptations for students with disabilities in accordance with the Federal American with Disabilities Act of 1990.

Staff members must learn and train on each Essential Five Immediate Action Response and be prepared to perform assigned responsibilities. All students must be familiar with actions to take in the event that an Essential Five response is implemented. It is highly recommended that school staff and students participate in the Essential Five trauma-informed, developmentally appropriate emergency drills monthly. Table top exercises, walk-through drills, and social stories are examples of trauma-informed and developmentally appropriate training and drills to be used by school sites. Essential Five signage and instructions are publicly displayed at all school sites. See here for more information: <https://resig.org/wp-content/uploads/2024/05/SonomaCountyEssential-5-Poster-.pdf>

Board Policy 3516 Emergencies and Disaster Preparedness Plan is located at:

<https://resources.finalseite.net/images/v1686144030/thusdk12caus/sahdl7ghki7qsgs5hj8p/6906936731714983577.pdf>

Adaptations for Students with Disabilities

Each student with a disability, unable to follow emergency procedures on their own, will have an Individualized Safety Plan (per SB 323) and be assigned a staff member whose responsibility it will be to assist the student in appropriately responding to the emergency. Principals, in collaboration with staff, will identify students in need of support and the staff members to assign to them in the event of an emergency situation.

Public Agency Use of School Buildings for Emergency Shelters

In the event of a significant emergency, officials from our partner agencies such as law enforcement, or emergency responders, may assume incident command including the utilization of district facilities. Community partners such as the Red Cross may also use district facilities as emergency shelters.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

At Twin Hill School District, staff, students and parents work together to create a positive school environment under our code of conduct that expects everyone to be respectful, responsible, and safe. The District has established policies and standards of behavior that aim to promote learning and protect the safety and well-being of all students and staff (See Parent Handbooks in Appendix). The school strives to keep every child in school; allowing the student to spend more time engaged in learning and be better positioned to achieve academic success. However, if these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Everyone has a role to play in promoting healthy relationships and contributing to a school climate which helps to encourage appropriate student behavior. When inappropriate student behavior occurs, the school will use progressive discipline and interventions to promote positive student behavior. A range of options, both traditional discipline and restorative approaches, will be considered to determine the most appropriate way to respond to each situation and help students learn from their choices. In some cases, a suspension or an expulsion may be necessary.

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

- 1) Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
- 2) Selling or otherwise furnishing a firearm
- 3) Brandishing a knife at another person
- 4) Unlawfully selling a controlled substance
- 5) Committing or attempting to commit a sexual assault or committing a sexual battery
- 6) Possessing an explosive

For all other violations, the Superintendent or principal shall have the discretion to suspend or recommend expulsion of a student consistent with California Education Code and Board Policy.

Board Policy 5144.1 Suspension and Expulsion/Due Process is located at:

<https://resources.finalsite.net/images/v1686144034/thusdk12caus/ckinnc6bxumujkg3axa/8500067624984611386.pdf>

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

The safety and well-being of students and staff is a top priority for the District and the school. To that end, the District has set forth Board Policy to help ensure teachers, along with other essential staff are notified of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years. Notifications are made to the teacher, and other designated parties, in a confidential manner. Teachers receive, or are provided reasonable access to pertinent information and reports at the start of the school year.

Board Policy 4257, 4157, 4357 Employee Safety is located at:

<https://resources.finalsite.net/images/v1686144033/thusdk12caus/hetrutnthslrzymraf4/4105733963447864938.pdf>

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

The Twin Hills School District embraces differences and strives to maintain an inclusive climate and culture. The Governing Board of the Twin Hills School District, Administration, and Staff strictly enforce a policy of nondiscrimination. Any student who engages in harassment of anyone in any form will be subject to disciplinary action. Staff members undergo initial harassment training within six weeks of employment and are required to complete refresher training every two years. Harassment/Sexual Harassment Policies (EC 212.6 [b])

Unlawful discrimination can include intimidation, harassment, and bullying directed at any student based on actual or perceived race, nationality, immigration status, ethnicity, religion, gender, gender identity, parental status, disability, gender, gender identity, gender expression, and others. Any student who believes they have been the subject of discrimination should immediately inform their teacher or the school principal. Parents who suspect their child has been a victim of discrimination should immediately contact the school principal. The process for filing a discrimination complaint is articulated on the Twin Hills School District Website and in the Parent Handbook.

Hate Crime Reporting Procedures, Discrimination Policies and Harassment Policies

Everyone has the right to be free from harassment or any activity that degrades the unique qualities of an individual or their association with a group based on actual or perceived protected characteristics, including parental, family, or marital status, ancestry, color, race, gender, gender identity, gender expression, ethnicity, age, culture, heritage, sexuality,

physical/mental/intellectual attributes, or religious beliefs and practices.

Twin Hills School District explicitly prohibits discrimination, intimidation, bullying, cyberbullying, or harassment of any student or employee by anyone on school grounds or at school-related activities, whether on or off-campus. School personnel will immediately intervene when safe to do so upon witnessing any act of discrimination, harassment, intimidation, or bullying. The term "hate crime", in its broadest sense, refers to an attack on an individual or their property in which the victim is intentionally targeted because of their race, color, religion, national origin, gender, disability, or sexual orientation. Every year, thousands of Americans are victims of such hate crimes. Schools are not immune from such intolerance and violence. Teenagers and young adults account for a significant proportion of the country's hate crimes-both as perpetrators and as victims. The District diligently monitors incidents involving graffiti vandalism, malicious destruction of property, threats and/or intimidation for any evidence that an activity is motivated by hate. Activities determined to contain incitements to violence, threats or intimidation of a particular group are immediately reported to law enforcement. Students who engage in hate related activity will be subject to school discipline consistent with California Education Code.

The Parent Annual Notice includes policies regarding harassment and outlines procedures for reporting.

The coordinator/compliance officer(s) may be contacted at:

Dana Pedersen
Superintendent
700 Watertrough Rd
Sebastopol, CA 95472
707-823-0871
dpedersen@twinhillsusd.org

Board Policy 5145.3 Nondiscrimination/Harassment and Board Policy 5145.7 Sexual Harassment are located at:

<https://resources.finalsite.net/images/v1686144034/thusdk12caus/ckinnc6bxumujkgt3axa/8500067624984611386.pdf>

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

Children are expected to dress appropriately for school. Appropriate dress provides for student safety and avoids distractions to the educational process. Any dress, grooming, or appearance that disrupts or has the potential to disrupt the educational process, or affects the health or safety of individuals, will be prohibited (EC 48900, EC 35183, EC 35294.1).

SunRidge School strives to offer an educational environment that promotes academic achievement while it serves the healthy social and emotional development of every child. We believe it is important that the clothing of our students supports this purpose and does not distract from it. A dress code should also be simple enough for everyone to understand and remember so that both the following and enforcing it are relatively easy. The desire for individuality in clothing and adornment is strong in modern culture and seeps down to the youngest ages due to the effectiveness of advertising. Yet within our school, the unfolding of each child's individuality is best marked by the students' work, their relations with others, and their inner feelings of value and belonging. It is children's humanness and sense of intrinsic worth that needs development, not their responsiveness to advertising, slogans, sport allegiances, and the latest material attraction.

While individuality and uniqueness in clothing can be a positive form of self-expression, in a school, clothing fads, precocious behavior, and self-absorption contribute to competitiveness, cliques, and conflicts between students, and between students and teachers (and at home between children and their parents). In the interest of attracting the young mind, much of today's clothing is also overlaid with images that in a classroom can be distracting, and sometimes disturbing. While not all clothing images are negative or unpleasant, we help students focus and learn by minimizing distractions that do not support the learning environment or run counter to the values we are striving to develop. Keeping the rules simple also makes them easier for students, parents, and teachers to understand, thereby minimizing differences of interpretation, debate, and inconsistent application.

Young adolescents are searching for meaning and individuality-we need to guide them to find it within themselves and in what they do in the world around them, not in a materialistic focus on "image." Early adolescent pressure for adult-type experimentation is personal expression with one's body is best held off until the

high school years.

As a K-8 school, we must also be sensitive to the impact that the behavior and dress of our older students has on the younger ones. There is plenty of time outside of school, and after elementary school, for the expression of individual interests and tastes in clothing and appearance; we do children, parents, and teachers a favor by making choices in school clothing and appearance simple.

These dress and appearance guidelines may not cover all situations. The general rule is that a student's clothing and grooming should be appropriate to a k-8 school setting, and be conducive to the educational purposes and activities of the school. Teachers and other school staff have the right to ascertain when clothing or appearance is unacceptable, even if the specific attire is not mentioned in these guidelines.

Additional restrictions, based on developmental concerns, may be requested by teachers in discussion with the parents of their students. Students not adhering to these guidelines will be given other clothing to wear (if available) for the rest of the day. If necessary, parents will be called to assist their child in meeting the dress code.

Regarding Images and Writing on Clothing, Backpacks, Jewelry, Lunch Bags, etc., the following are mandatory:

- Clothing or accessories with any images, wording, symbols, or references to drugs, alcohol, violence or any form of prejudice or put down of others is prohibited.
- Shoes and clothing must allow for safe, active movement during the school day. Shoes must be secured to the feet (no "flip-flops" or other loose heeled type sandals).
- Clothing shall cover the midriff and undergarments.
- Shirts/tops must be worn at all times.
- Shorts and skirts/dresses should be at least mid-thigh length.
- shirts/tops should stay securely on the shoulders with straps, necklines, and sleeve holes that keep the torso covered.
- No brimmed hats or hoods may be worn in the classrooms except for warmth in cold weather, and at the discretion of the teacher.
- For safety and to encourage freedom of movement, no oversized clothing or clothing with rips or holes. 6-8th grade students may wear ripped jeans with holes that are below mid-thigh.

In addition to the above, our teachers strongly request that parents have students wear clothing and accessories that have no media or advertising images and logos. Simple, solid-color clothing free of such images and words creates a school environment most free of distractions and supportive of your teacher's work with the children.

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

Twin Hills School District makes every effort to assure the safety and welfare of students, staff, parents, and visitors to the school by adhering to the procedures outlined below. Parents' perceptions of safety, along with multiple and competing obligations, often influence their child's mode of school transport.

In addition to these procedures, site emergency and evacuation maps, which designate planned evacuation from the building and routes to evacuation centers, along with staging areas for assembly, first aid, parent reunification, and Incident Command Post can be found in the Appendix.

Arrival/Departure Practices

Whenever possible and safe, students and families are encouraged to walk or ride to/from school. When driving to/from school, parents/guardians are encouraged to either park in the neighborhood and walk their students to/from the campus or drop off their students in the identified loading/unloading zone at their child's school. Parents/guardians must not park and leave their cars in the loading/unloading zone. Students are to be picked up at designated exit points at the end of the day. Parents/guardians should not pick up students at the classrooms.

Checking in at School Office During School Hours

If a child is late for school, they must report to the office before entering class. If a parent or guardian is picking up a child before the end of the school day, they must be signed out in the school office. Parents/guardians must not go to the classroom; the office will send for the child. Individuals signing out students may be required to provide photo identification. The school has the right to deny student checkout from school. Visitors must sign-in and sign-out at the office. "Visitor" tags are provided to identify them while on campus. There is a concerted effort for all adults on campus to direct unidentified persons on campus without "Visitor" tags to sign in at the office.

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

Goal

Support student social-emotional learning and mental health

Component:

Implement school adopted curriculum

Element:

To foster positive relationships, mental health, and social-emotional well-being.

Opportunity for Improvement:

Staff committee have adopted site-based curriculums (Toolbox, Character Strong has received trainings on curriculum

Objectives	Action Steps	Resources	Lead Person	Evaluation
Implement programs that promote student SEL skills	Engage staff to review and implement programs such as Toolbox, Character Strong, etc	LCFF and supplemental funding	Site Principal	Staff discussion regarding implementation and YouthTruth Data

Goal

Maintain up-to-date emergency supplies and communication information

Component:

Health, Safety, & Facilities

Element:

Classroom Emergency Supplies, FIT Report, and & Emergency Folders

Opportunity for Improvement:

Ensure that all supplies and folders are annually updated and FIT reports are completed.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
All emergency folders will have accurate information regarding safety procedures and communication information.	Review and replace folders for accurate emergency information	LCFF	Safety Coordinator/Site Principal	Review folders periodically for accuracy
All classrooms will be fitted with the correct emergency supplies	Inventory & replace classroom emergency supplies as needed	LCFF	Safety Coordinator/Site Principal	Inventory classroom supplies twice per year
Maintain overall score of "good" on FIT report	Complete Facilities Inspection Report annually	LCFF	Superintendent/Maintenance Staff	complete FIT report every Fall

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

SunRidge Charter School Student Conduct Code

Rough play/behavior

Students are expected to treat others safely and with respect. No rough play, tackling, hitting, kicking, wrestling, yelling in ears, or throwing objects at others (unless part of a safe game (e.g., dodgeball), or a supervised game or PE activity, e.g., wrestling, medieval games, etc.).

Rude or Foul Speech

Speech should be appropriate to an educational setting and be respectful of all others on campus. Swearing or disrespectful speech, or offensive material, drawings, writing,, or gestures are not allowed on campus. Spitting is not allowed.

Following Directions

Students are expected to follow the directions of adult supervisors at all times and without arguing.

Harassment and Bullying

Our school is committed to providing an educational setting free from bullying, harassment, and name calling for any reason. Harassment of or by students, parents, or staff will not be tolerated.

Displays of Physical Affection

Displays of physical affection must be appropriate to an educational setting (i.e., not of a sexual or intimate nature). Physical affection is also only appropriate between consenting individuals.

Electronic Devices

Students are not allowed to bring CDs, pagers, electronic games, cell phones, tapes, personal stereos, laptops, or electronic organizers on campus. If a cell phone is needed and authorized by the parent(s), it must be left in the school office upon arrival and picked up when leaving campus. Devices that are found/observed on campus will be confiscated and must be picked up by the student's parent(s). See Cell Phone policy above for full policy and consequences for not following.

Lost or Stolen Student Property

Students are advised to not bring items of value or large amounts of money to school. The school is not responsible for any student money or property that is either lost or stolen.

Food Rules

Healthy, nutritious food is encouraged at all times. No gum, candy, or high-sugar soft drinks and sodas. Eating is only allowed during recess or lunch periods and only in designated sitting areas or other approved by the teacher.

Respecting Property and the Environment

No materials may be taken from the classrooms, storage areas, or grounds without direct permission of the teacher or owner. All materials are to be treated with care and returned to their proper area when not in use. Garbage and recycling are to be placed in the appropriate receptacles at all times. Plants, wild animals, the ground/soil, and our facilities are to be treated with respect and care.

Dangerous or Illegal Items

No weapons, fireworks, lighters, or other dangerous objects are allowed on campus. Use or possession of drugs or alcohol is illegal and will be dealt with as such.

Behavioral Expectations and School Rules are specified in the Parent Handbook located at:

<https://www.sunridgeschool.org/resources/parent-handbooks>

Conduct Code Procedures

The central tenets of our school discipline policy are safety, respect, and responsibility. School rules and consequences should be developmentally appropriate and consistently enforced.

They should maintain a balance between respecting individual freedom and having clearly defined standards that serve our educational environment. Discipline should be proactive and provide opportunities for learning healthy social interaction skills. Consequences should be logical, non-shaming, and foster opportunities for restitution, learning, and forgiveness.

The ultimate goal of our discipline policy and procedures is the development of self-discipline in our students, fostering the emerging ability of our students to recognize and demonstrate respectful and responsible behavior, to monitor their own actions, and to behave in ways that promote a safe and healthy school community.

In order to provide a positive and safe learning environment for students, Twin Hills School District has created school wide expectations for behavior and discipline.

Board Policy 5144 Discipline is located at:

<https://resources.finalseite.net/images/v1686144034/thusdk12caus/ckinnc6bxumujkgt3axa/8500067624984611386.pdf>

(K) Hate Crime Reporting Procedures and Policies

Hate Crime Reporting Procedures, Discrimination Policies and Harassment Policies

Everyone has the right to be free from harassment or any activity that degrades the unique qualities of an individual or their association with a group based on actual or perceived protected characteristics, including parental, family, or marital status, ancestry, color, race, gender, gender identity, gender expression, ethnicity, age, culture, heritage, sexuality, physical/mental/intellectual attributes, or religious beliefs and practices.

Twin Hills School District explicitly prohibits discrimination, intimidation, bullying, cyberbullying, or harassment of any student or employee by anyone on school grounds or at school-related activities, whether on or off-campus. School personnel will immediately intervene when safe to do so upon witnessing any act of discrimination, harassment, intimidation, or bullying.

The term "hate crime", in its broadest sense, refers to an attack on an individual or their property in which the victim is intentionally targeted because of their race, color, religion, national origin, gender, disability, or sexual orientation. Every year, thousands of

Americans are victims of such hate crimes. Schools are not immune from such intolerance and violence. Teenagers and young adults account for a significant proportion of the country's hate crimes-both as perpetrators and as victims. The District diligently monitors

incidents involving graffiti vandalism, malicious destruction of property, threats and/or intimidation for any evidence that an activity is motivated by hate. Activities determined to contain incitements to violence, threats or intimidation of a particular group are immediately reported to law enforcement. Students who engage in hate related activity will be subject to school discipline consistent with California Education Code.

The Parent Annual Notice includes policies regarding harassment and outlines procedures for reporting.

(J) Procedures to Prepare for Active Shooters

Twin Hills School District staff receive annual training in active intruder protocols and campus security has been enhanced in consultation with local law enforcement.

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis on campus and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must always remain in the classrooms or designated locations. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Extreme violence outside the classroom

ANNOUNCEMENT:

Make an announcement in person directly, over walkies or over the public address system and/or sound the special lockdown alarm tone:

Example: "Attention please. (Pause) LOCKDOWN. (Pause) LOCKDOWN. (Pause) LOCKDOWN. (Pause) Additional information may follow."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Teachers and staff are to immediately lock doors and remain in the classroom or secured area until further instructions are provided. Put your cell phone on silent or vibrate mode!
- 1.) Call 911, 2) call North Bay Security (415) 235-2340, and 3) call the District Office/Superintendent if safe to do so.

Provide location, status of campus, all available details of situation.

- When a school official or authorized official unlocks the door from the outside, it is safe to leave the room.
- If appropriate, send home with students a brief written description of the emergency, how it was handled and what steps are being taken in its aftermath, or do an "all call" notification via text, phone call or mass email.

STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom. **DO NOT**

ANSWER YOUR ROOM PHONE!

- Immediately lock doors and instruct students to sit or lie down on the floor.
- Turn off lights, close any shades and/or blinds if it appears safe to do so.
- Put cell phones on silent or vibrate mode. Do not answer a ringing phone.
- Remain quiet and calm in the classroom or secure area until further instructions are provided by the principal or law enforcement. Spread out, near an exit, if possible.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- Put your cellphone on silent or vibrate mode. Do not answer a ringing phone.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Twin Hills School District recognizes the harmful effects of bullying on student learning and school attendance and desire to provide learning environments that protect students from physical and emotional harm. Twin Hills School District has developed strategies to support a safe and orderly environment free from bullying and intimidation.

No individual or group shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

The National Crime Prevention Council's definition of cyber-bullying is "when the Internet (i.e., Facebook, Snapchat, Twitter, Instagram, and email), cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person." The Twin Hills School District does not tolerate Cyber-bullying.

In compliance with EC 32283.5 Twin Hills School District makes training and resources available to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils.

Cyber-bullying can be as simple as repeatedly sending unwanted electronic messages to someone. It may also include threats, sexual remarks, pejorative labels (i.e., hate speech), ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact aimed to intentionally embarrass others, harass, intimidate, or make threats online to one another. It also involves breaking into another person's electronic account to assume their identity and damage their reputation. This bullying occurs via email, text messaging, posts to blogs, and Web sites. On-campus cyber-bullying and off-campus cyberbullying that causes or is likely to cause a significant disruption of school activities may lead to district-sanctioned disciplinary action.

Cyber-bullies may disclose victims' personal data (e.g. real name, address, or workplace or school) at websites or in forums or may pose as the identity of a victim for the purpose of publishing material in their name that defames or ridicules them. Some cyber bullies may also send threatening and harassing emails and instant messages to the victims, while others post rumors or gossip and instigate others to dislike and gang up on the target.

Unlike physical bullying, electronic bullies can remain virtually anonymous using temporary email accounts, pseudonyms in chat rooms, instant messaging programs, cell-phone text messaging, and other Internet venues to mask their identity; this perhaps frees them from normative and social constraints on their behavior.

Parents are strongly encouraged to closely monitor the online behavior of their students at all times. If a parent suspects that his or her child is the victim of cyber-bullying, it should be immediately reported to the school administration for proper investigation. It is advised that parents take screenshots of any evidence that would support the investigation.

Any student found to be cyber-bullying another student will face disciplinary consequences consistent with California Education Code and possibly a referral to local law enforcement.

The Uniform Complaint Procedures can be found at:

<https://resources.finalsite.net/images/v1745001557/thusdk12caus/zpezreggttcvnc52k3x/UniformComplaintProcedures.pdf>

Board Policy 5131.2 Bullying can be found at:

<https://resources.finalsite.net/images/v1709246995/thusdk12caus/ihzffqrcxkrhrxpokyc/BP51312Bullying.pdf>

Board Policy 6163.4 Student Use of Technology can be found at:

<https://resources.finalsite.net/images/v1686144036/thusdk12caus/qeodegqrxhrjrlpmqc5g/4974889131645449674.pdf>

Opioid Prevention and Life-Saving Response Procedures

On an annual basis (grades 7-12), teachers, administrators and support staff will be trained on recognizing the signs of opioid misuse, overdose prevention, and overdose/anaphylaxis response procedures. Administrators, school nurses, school safety personnel, and other qualified supervisors of health will be trained annually in the administration, safe storage, and restocking of naloxone/epinephrine auto injectors.

On an annual basis, school staff will receive notification of staff that is authorized to administer naloxone/epinephrine auto injectors.

The district's opioid overdose prevention and treatment protocols will be reviewed and updated in conjunction with CDPH and CDE guidelines every five years or sooner.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Dangerous, violent, or unlawful activities protocol

Dangerous, violent, or unlawful activities or threats must also be handled quickly and efficiently. If it is a violent or unlawful activity on campus or on the school bus, the following action should be taken:

1. Office staff will call the Sonoma County Sheriff's Department and report the activity or the threat, as long as it is not determined to be a hoax. The principal will go directly to the activity (provided there isn't active gunfire) to ensure student safety and address the activity.
2. If there is the possibility of an immediate threat to students, the office will signal for a lockdown procedure, and the principal will go to identify and address the violent or unlawful activity. If there is a need to evacuate or clear the campus, the principal will communicate to the office staff, who will initiate evacuation procedures.
3. Once the threat or activity is contained and deemed safe, students and staff will return to normal function, upon receiving clearance from the office. The office will then reach out to the sheriff's department again to report the outcome.
4. If the activity or threat remains ongoing and an evacuation is necessary, "ACTION GO HOME" shall be initiated. "ACTION GO HOME" This will be considered only if there is time to return students to their homes. Notification of parents by radio broadcast is extremely important; this announcement will be made by the District Superintendent. Dismissal of all classes by release procedures.
5. Disposal or handling of explosive or suspect devices, if found, will be handled by the Police Department or Fire Department.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

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

This Instructional Continuity Plan (ICP) was last revised on June 26, 2025 and adopted by SunRidge Charter School on June 26, 2025 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, SunRidge Charter School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

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

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

Plans for Unforeseen Events

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

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. The district will use the school messaging system (e.g. robocalls, text messages, emails), and update the district website. The LEA will engage with pupils and families within 5 school days following an emergency through these various forms of communication:

- Conduct virtual or phone-based wellness checks
- Determine the technology needs of each student
- Distribute packets for students with limited internet access.
- Host virtual class meetings or individual check-ins via platforms on Zoom

Monitoring and Accountability

- Attendance and Engagement Tracking
- Regular follow-up with families of absent students

Support for Unique Needs

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

Special Education

Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together and with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services.

Counseling

THUSD will continue to implement its PBIS program. Additionally, we implement Character Strong, Restorative Circles, Morning

Meetings, and Middle School Wellness Wednesdays as an additional resources for teachers to support Social Emotional Learning. All teachers are encouraged to utilize these resources. During staff meetings, staff discuss the social and emotional well-being of students and what tiered approach will be utilized for a student of concern. The district has shared numerous resources with our families regarding trauma and links to community resources, which address anxiety and stress, hotlines and websites, time management tips, and information on how to stay productive. The district will partner with local community organizations to ensure all students have access to counseling services.

Access to Instruction

Timeline for Access to Instruction

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

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

The LEA will develop a plan to provide access to in-person or remote instruction within 10 instructional days following an emergency. That plan will be based on circumstances, access, and must align with CA Independent Study Ed Code. Twin Hills Union School District learning platforms were selected to align with our mission statement. THUSD recognizes that online platforms can be challenging. As a result, our learning platforms are fully integrated to the extent possible, so students log onto one platform and all the information they need is within that platform.

The District may provide both “synchronous” (live teaching via Zoom) and “asynchronous” (virtual lessons and independent work) learning based on teacher-created/curated courses. Art and some form of movement/PE will be incorporated, and there will be opportunities for students to connect with each other — through projects as well as virtual classroom time.

THUSD will continue to use course management systems, e.g. Google Classroom. The District’s structured schedule has been developed to provide stability and increase teacher-student interaction, but flexibility is built into the system.

Each teacher will craft a daily teaching schedule, which will be shared with families and posted to the school website. The schedules will address the state mandates for synchronous and asynchronous teaching, peer interaction, SEL support and Designated ELD. Students and families requiring other accommodations are encouraged to discuss options with their teachers. Certificated teachers plan instructional schedules and student assignments to meet the appropriate minutes required by the state for their grade level. Teachers will be giving feedback and communicating with families on a regular basis. They will also prioritize essential learning and make standards-aligned learning objectives achievable. Staff members will offer additional academic support, when possible, through tutoring, check-ins, or virtual office hours.

Conditions for Resuming Access to In-Person Instruction

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

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

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality

- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

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

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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.

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Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Students will need appropriate devices and reliable Internet access. The school district will provide Chromebooks to each student. We have extra devices that can be shared if technology is damaged or destroyed during an emergency.

WiFi hotspots may be provided to families in need of stronger internet connection. THUSD is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. THUSD has communicated and will continue to communicate information regarding low-cost or no-cost internet access for our students.

Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom (LMS) so all digital resources and classwork are in one place. Students have access to Google Classroom (LMS) at school and outside of school.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

Criteria for Reassignment:

- When the home school site cannot safely operate for more than 10 days.

Partnerships:

- Agreements with local school districts and charter schools to accept reassigned students.

Residency Waiver:

- Expedite enrollment for reassigned students by bypassing residency requirements.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. Twin Hills Union School District (THUSD) will use the school messaging system (e.g. robocalls, text messages, emails) and update the district website. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Technological Readiness

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

Students will need appropriate devices and reliable Internet access. The school district will provide Chromebooks to each student. We have extra devices that can be shared if technology is damaged or destroyed during an emergency.

WiFi hotspots may be provided to families in need of stronger internet connection. THUSD is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. THUSD has communicated and will continue to communicate information regarding low-cost or no-cost internet access for our students.

Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom (LMS) so all digital resources and classwork are in one place. Students have access to Google Classroom (LMS) at school and outside of school.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Instruction

The LEA will develop a plan to provide access to in-person or remote instruction within 10 instructional days following an emergency. That plan will be based on circumstances, access, and must align with CA Independent Study Ed Code. Twin Hills Union School District learning platforms were selected to align with our mission statement. THUSD recognizes that online platforms can be challenging. As a result, our learning platforms are fully integrated to the extent possible, so students log onto one platform and all the information they need is within that platform.

The District may provide both “synchronous” (live teaching via Zoom) and “asynchronous” (virtual lessons and independent work) learning based on teacher-created/curated courses. Art and some form of movement/PE will be incorporated, and there will be opportunities for students to connect with each other — through projects as well as virtual classroom time.

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Each teacher will craft a daily teaching schedule, which will be shared with families and posted to the school website. The schedules

will address the state mandates for synchronous and asynchronous teaching, peer interaction, SEL support and Designated ELD. Students and families requiring other accommodations are encouraged to discuss options with their teachers. Certificated teachers plan instructional schedules and student assignments to meet the appropriate minutes required by the state for their grade level. Teachers will be giving feedback and communicating with families on a regular basis. They will also prioritize essential learning and make standards-aligned learning objectives achievable. Staff members will offer additional academic support, when possible, through tutoring, check-ins, or virtual office hours.

Assessment

Teachers will use screening tools to monitor progress (e.g. Star Reading & Math), check for understanding using multiple strategies for formative assessment and define applicable, achievable goals that take students' unique circumstances into consideration.

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.

Supporting students with unique needs is a top priority for our district. It is an essential aspect in ensuring equity and access. We will support students with identified needs in the following ways.

Students with Section 504 Plans

Students with Section 504 Plans will continue to receive accommodations per their Plan. A Section 504 Plan meeting will be convened within the first six weeks of the school year, to review and update the Section 504 Plan as appropriate. Section 504 Plan meetings may be offered virtually and/or via telephone.

Students with Individual Health Plans (IHPs)

Parents/guardians of students with Individual Health Plans (IHPs) will be contacted at the beginning of the school year, so that IHPs may be updated as appropriate. Individual Health Plan (IHP) meetings may be offered virtually and/or via telephone.

Foster Youth and Pupils Experiencing Homelessness

THUSD is working with families to eliminate any barriers that inhibit their ability to participate in school. Students who are identified as foster youth, as well as those who are experiencing homelessness, need special consideration and support, particularly during an emergency and students are not able to attend school on campus. We support foster youth and students who are experiencing homelessness by:

Ensuring that we maintain regularly updated records identifying foster youth and students experiencing homelessness.

Assigning a key staff member, such as the School Community Coordinator, Social Worker, or other designee, to monitor academic progress and overall well-being for the identified students.

Utilize MTSS to address concerns/needs when necessary for the identified students.

Maintaining regular communication with parents/guardians or caregivers, and others who are identified as critical to the students' success.

Ensuring students have the resources needed to be successful, including technology devices, internet access, and school supplies.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with Individualized Education Plans (IEPs)
Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (e.g. Distance Learning, Hybrid, etc). Special Education providers will work together with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services.

English Learners (EL)

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

English Learners

We are proud to serve English learner (EL) students, and we recognize that our ELs face additional barriers to academic and personal success during an emergency. Fluency in the English language and grade-level academic proficiency are critical factors in helping our students achieve. In order to help mitigate the barriers our English learners face, the district will:

Utilize the principles identified in California's English Learner Roadmap to implement instructional programs for English Learners.
Offer a comprehensive program of Designated and Integrated English Language Development to all EL students, targeted to their specific language proficiency levels

Prioritize oral language development during synchronous/live Distance Learning instruction and encourage oral language practice during asynchronous/self-paced Distance Learning instruction.

Frequently monitor student progress, adapt instruction and/or provide interventions when necessary.

Engage families of English Learners through ELAC/DELAC meetings, and other means, to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the emergency.

Administer the English Learner Proficiency Assessment for California (ELPAC), according to state and public health guidelines

Professional Learning

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

We will provide professional development to support the distance learning program through curriculum providers, collaboration time, best practices, etc. Teachers have been, and will continue to be, provided Designated ELD materials and professional development on supporting increased opportunities for student output in the targeted language and the use of visual cues and multimedia in a digital environment. Additionally, we have used professional development time to increase our knowledge of trauma and given skills to help support students.

The main component for ensuring engagement is to have engaging in-person and virtual learning experiences for students, accomplished

through robust teaching, sharing best practices, professional development, social/emotional learning, developing personalized relationships.

Teachers will continue to learn how to engage with students, virtually, daily to monitor, encourage, and support participation in the instructional program.

Teachers will learn pedagogies (e.g. California Educators Together platform) that support remote and hybrid-learning environments, as well as how to support virtual classroom management.

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.

Whole School Safety and Prevention Plan

1. System to connect with students and families to promote attendance.
2. The District will consider strategies to become a trauma-responsive school system to support the school community.
3. Engage with students and families using culturally responsive techniques.
4. Use universal screening to identify the social-emotional and physical needs of students.
5. Professional development time to increase trauma knowledge and skills.
6. Engage staff in professional development about mental health de-stigmatization.
7. Provide information about mental health and wellness resources on the district and school websites and in communication with families.
8. Conduct routine check-ins using a trauma- and resilience-informed lens.
9. Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
10. Supply power for and restock necessary medicines and locate alternative sources of electricity in the event of outages.

Community and Family Wellness

1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English.
2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.
3. Provide a link to CDE's Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>

Staff Wellness

1. Acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation, and mental health support.
2. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care.
3. Administrators will promote mindfulness techniques and staff social supports.
4. Leadership is committed to open and routine communication with staff members, encouraging self-care.
5. Promote the use of staff support groups to enhance staff cohesion and coping

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

Backup supplies, water, and medicines are kept on hand at the school sites in case of an emergency.

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.

Special Education

Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together and with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services.

Counseling

THUSD will continue to implement its PBIS program. Additionally, we implement Character Strong, Restorative Circles, Morning Meetings, and Middle School Wellness Wednesdays as an additional resources for teachers to support Social Emotional Learning. All teachers are encouraged to utilize these resources. During staff meetings, staff discuss the social and emotional well-being of students and what tiered approach will be utilized for a student of concern. The district has shared numerous resources with our families regarding trauma and links to community resources, which address anxiety and stress, hotlines and websites, time management tips, and information on how to stay productive. The district will partner with local community organizations to ensure all students have access to counseling services.

After-school Programs

THUSD's after school program, which supports working families, will operate within the guidelines and capabilities that the emergency dictates. They will work closely with the Superintendent to ensure all students are safe and have access to essential programs.

English Learners

English Learners will have dedicated Designated ELD time built into their synchronous learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD.

Food and Nutrition Services

While THUSD operates throughout an emergency, students will continue to be offered school breakfasts and lunches.

Meals will be available for pick up at identified school campuses within the district as follows:

Meals will be provided free of charge to all children 18 years old and younger.

All THUSD students may still obtain daily free meals in a grab and go setting, which will consist of two meals per day that can be picked up at the school site during generally scheduled pick-up windows.

Meals will be distributed unheated; proper food handling and heating procedures will be provided.

All safety protocols will be put into place during food distribution.

Parents/guardians will be communicated with regularly through the district parent communication platform (ParentSquare) about the process, location and dates/times to pick up meals.

Parents will receive communications related to meal service in their language of preference.

In the event that on-site instruction resumes, the district will adjust its meal service plans to ensure that students continue to receive school meals. If future onsite instruction includes a hybrid model, students will receive school meals for both days of onsite instruction and Distance Learning.

Site-Based Collaboration

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

The LEA will regularly review and update the plan based on feedback and lessons learned.

Twin Hills made the following efforts to solicit stakeholder feedback:

1. Families: email, text, voicemail, phone calls, principal chats, and surveys.
2. Staff: weekly meetings, emails, texts, and surveys

Twin Hills provided participation in public meeting and public hearings in the following ways:

1. Consultation with teachers, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan. (SB98)

3. Twin Hills presented the Learning Continuity Plan to the parent advisory committee, which is the School Site Council.

4. Public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the Learning Continuity Plan was available for public inspection.

5. The Governing Board adopted the Learning Continuity Plan in a public meeting before July 1, 2025 and it was integrated into the Comprehensive School Safety Plan.

Return to Site-Based Learning

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

At the heart of this plan, is the goal of returning to in person instruction as quickly as possible once the district is able to meet the multiple conditions of reopening.

Following an emergency, the LEA will consider the following before resuming in-person learning on campus:

Evacuation orders lifted

Power and utilities functioning

Healthy air quality

Access to safe, clean water and restroom facilities

Campus free from debris and hazards

Internet fiber lines connected and functioning

Sufficient staffing levels

Kitchens up and running for meals

The LEA will set a school reopening target date and communicate that with staff, students, and families.

Integration with Comprehensive School Safety Plan (CSSP)

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

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

Annual review of the plan to incorporate feedback and best practices with the Comprehensive School Safety Plan before March 1.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

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

District staff shall report the presence of any law enforcement officer on district property for immigration enforcement purposes to appropriate administrators.

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

- Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
- Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
- To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:
 - The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)
 - The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)
- Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent or designee shall report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

- Education records of or any information about a student or a student's family or household
- Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
- Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

- Education records of or any information about a student or a student's family or household
- Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
- Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

Policy and Regulation 1445: Response To Immigration Enforcement can be found at:

<https://simbli.eboardsolutions.com/index.aspx?S=36031007>

Required Notification Recipients

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

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

District staff shall receive parent/guardian consent or, if the student is at least 18 years old, the student's consent, before the student is interviewed or searched by any law enforcement officer for immigration enforcement purposes, unless the officer presents a court order or a judicial warrant.

A student's parent/guardian shall be immediately notified when a law enforcement officer requests or is able to interview, search, detain, or otherwise interact with the student for immigration enforcement purposes, unless prohibited by a court order or a judicial warrant, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

A law enforcement officer who requests to enter district property which is not open to all visitors shall register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer states that exigent circumstances exist or as stated in a court order or judicial warrant. (Penal Code 627.2, 627.3)

As early as possible, district staff shall notify the Superintendent or designee of any immigration enforcement-related request by a law enforcement officer for access to a student or to district property, including service of lawful warrants, subpoenas, petitions, complaints, or other similar documents.

Notification Timing

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

The Superintendent/Principal or designee shall notify families in a timely manner any requests for information or access to a school site by a law enforcement officer for the purpose of enforcing the immigration laws.

Safety and Well-being Standard

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

The Superintendent/Principal or designee shall consider the safety and well-being of the pupils, employees, and community members when issuing notifications regarding Immigration Enforcement activities on campus.

Privacy Constraint

The notification shall not include any personally identifiable information.

Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

Notification Methods

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

The district shall use the school messaging system that is connected to the student information system for the most up-to-date family contact information.

Resource Provision (Optional but Encouraged)

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

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

The District will provide all resources requested and/or needed by our families, including, but not limited to, educational rights, relevant State laws, and counseling or support services needed for our students and parents/guardians.

Annual Evaluation

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

The plan is evaluated and amended annually by the school safety planning committee, the Site Council, and the School Board.

Public Availability

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

The Comprehensive School Safety Plan is available for review in the front office.

State Guidance

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

This plan is aligned with the Department of Education's guidance and regularly maintained and posted annually.

Procedures Regarding Pupil Smartphone Use During Emergencies

Policy 5131.8: Mobile Communication Devices can be found at: <https://www.twinhillsusd.org/school-board/board-policy>

Mandatory Policy Adoption and Review Requirements

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

Board Policy 5131.8 is currently being updated (Spring 2026)

The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

The district uses an intentional educational partner process for LCAP development including student/parent groups, surveys, data analysis, etc. Throughout this process, the district has engaged various stakeholder groups in the safety and well-being of our students.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).
4. In the case of an emergency, or in response to a perceived threat of danger (Education Code 48901.5, 48901.7)

Safety Plan Review, Evaluation and Amendment Procedures

1. The District Safety Plan is reviewed annually by the members of the Site Council teams.
2. The safety plan is discussed and recommendations for improvement are provided by team members in consultation with the stakeholder groups they represent.
3. The Site Council teams make recommended changes to the Safety Plan as needed.
4. Superintendent works with local law enforcement to review the proposed plan and receive additional feedback.
5. An updated safety plan is presented to the Governing Board for approval in February, and an updated final draft will be posted by March. All non-sensitive safety-related plans and materials will be readily available by inspection from the public in February.

Emergency Contact Numbers

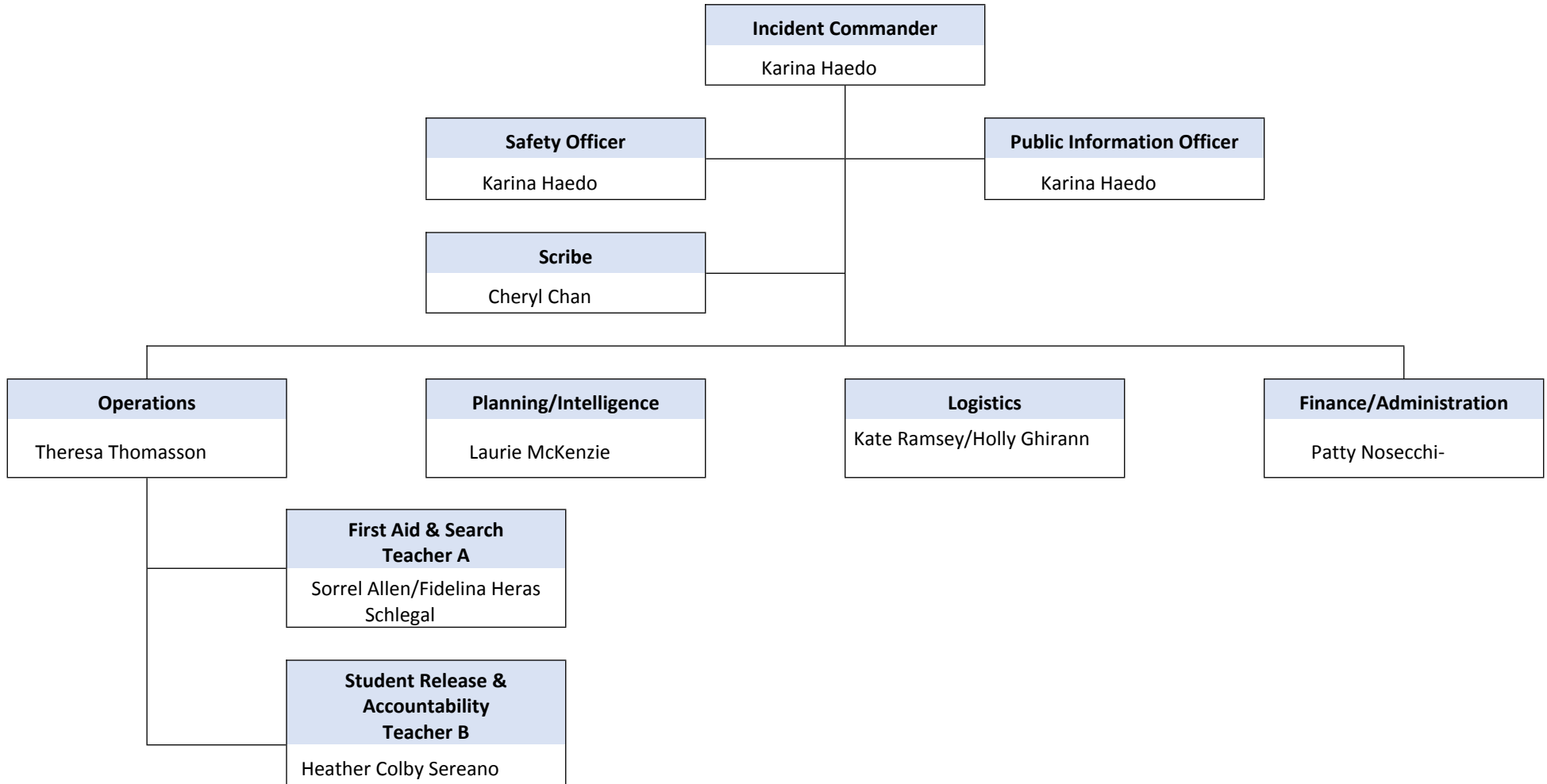
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Sebastopol Fire Department (nonemergency)	(707) 823-8061	
Law Enforcement/Fire/Paramedic	Sebastopol Police Department (nonemergency)	(707) 829-4400	
Law Enforcement/Fire/Paramedic	Sonoma County Sheriff's Department	(707) 565-2121	
American National Red Cross	American Red Cross (Sonoma County Chapter)	(707) 577-7600	
Other	Animal Care and Control (Sonoma County)	(707) 565-7100	
Other	Pacific Gas & Electric Company (emergency linereporting)	1-800-743-5000	
Other	Redwood Empire Schools' Insurance Group (RESIG) ((707) 836-0779	
Other	Sonoma County Health Services Communicable Disease Reporting	2-1-1	
Other	Sonoma County Suspected Child Abuse Hotline	(707) 565-4304	
Other	Sonoma County Mental Health Crisis Services	(707) 565-6900	

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)
Office Staff Review of Emergency Folders	Annually	
Maintenance Review of Facility	Monthly	
Safety Committee Meeting	August/September	
Facilities Inspection Tool Review	Fall	
Site Council Meeting	December	
School Board Meeting	February	

SunRidge Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

See more thorough descriptions of the Incident Command Team Roles in the attachment.

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

The first step in responding to an emergency is to determine the type of emergency that has occurred.

1. Aircraft Crash
2. Animal Disturbance
3. Armed Assault on Campus
4. Biological or Chemical Release
5. Bomb Threat
6. Bus Disaster
7. Disorderly Conduct
8. Earthquake
9. Explosion/Risk of Explosion
10. Fire in Surrounding Area
11. Fire On School Grounds
12. Flooding
13. Loss or Failure of Utilities
14. Motor Vehicle Crash
15. Psychological Trauma
16. Suspected Contamination of Food or Water
17. Threat of Violence
18. Unlawful Demonstration/Walkout

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 in the play yard.

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

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 & Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus, e.g. the nearby Felta School House building &/or its parking lot could serve as a possible designated or alternative meeting or evacuation site for student-parent pick-up in the event the on-site meeting/evacuation area is too dangerous.

- All Clear: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Communicate appropriate response action and implement Incident Command system.

Types of Emergencies & Specific Procedures

Aircraft Crash

Depending on location - evacuation or reverse evacuation

Animal Disturbance

Students Shelter in Place while staff secures the animal(s), and calls the animal's owner or animal control for pick up.

Armed Assault on Campus

1. Immediate Response

- Recognize the threat – any report or observation of an armed individual should be treated as real.
- Call 911 immediately and provide:
- Nature of threat (type of weapon, shots fired, etc.)
- Location and description of suspect(s)
- Number of injured, if known
- Initiate Lockdown procedures unless directed otherwise by law enforcement.

2. Staff & Student Actions (Run–Hide–Fight)

- Run (Evacuate): If a safe path is available, evacuate immediately with students to a predetermined safe location. Leave belongings behind.
- Hide (Lockdown): If evacuation is not possible:
- Lock doors, turn off lights, cover windows.
- Silence phones and remain quiet.
- Move students out of sight lines and stay low.
- Do not open the door until “all clear” is announced by administration or law enforcement.

*****Fight (Last Resort):**** If confronted directly and escape is not possible, use available objects to distract, disarm, or disable the assailant to preserve life.

3. Administration Responsibilities

- Confirm and announce ****Lockdown**** using internal communication systems.
- Notify law enforcement and district officials immediately.
- Secure perimeter if safe to do so.
- Establish an ****Incident Command Post**** away from the danger zone.
- Provide accurate, timely updates to staff, families, and district officials, in coordination with law enforcement.

4. Law Enforcement Coordination

- Upon arrival, law enforcement assumes command of the tactical response.
- Staff and students must follow officer directions without hesitation.
- Administration designates a ****liaison**** for communication with law enforcement and first responders.

5. Medical & Crisis Response

- Staff provide first aid only if safe to do so
- Designated personnel assist emergency responders with triage and transport of injured.
- Activate crisis intervention team to provide immediate psychological support for students and staff.

6. Recovery & Reunification

- Implement family reunification plan at a secure off-campus site once law enforcement authorizes release.
- Provide counseling and trauma-informed support for students, staff, and families.
- Conduct a debrief with law enforcement, district officials, and staff to assess response effectiveness.
- Update safety protocols and training based on lessons learned.

Biological or Chemical Release

Chemical Accident Outside Area

- 1) Call school office and 911, if they have not already been contacted
- 2) Determine whether the students should leave the site or Shelter in Place.
- 3) Turn off heating and air-conditioning
- 4) If it is necessary to leave the site, move crosswind, NEVER directly with or against the wind which may carry fumes.
- 5) Give first aid.
- 6) Take a roll book or current roster. Lock the classroom door to prevent re-entry.

Chemical Spill Inside Area

This Includes spills from Custodial Areas, Maintenance Areas, Office Areas etc.

- 1) Notify the office immediately.
- 2) If possible, block or rope off the area-DO NOT TOUCH ANYTHING.
- 3) Evacuate room if necessary. Turn off the air conditioning or heating system if applicable.
- 4) Use rubber gloves, retain the spilled container (don't throw it away).

Bomb Threat/ Threat Of violence

If the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

Listen. Do not interrupt the caller.

Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"

Alert someone else by prearranged signal to call 911.

Notify site administrator immediately after completing the call.

Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

Note the way the threat was delivered, where it was found and who found it.

Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Notify law enforcement as soon as possible.

Notify principal or site administrator.

Caution students against picking up or touching any strange objects or packages.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Call North Bay Security 1(415)235-2340.

Notify the District Superintendent of the situation.

Instruct staff to turn off cellular phones or two-way radios. Do not use devices during a threat since explosive devices can be triggered by radio frequencies.

Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.

Use the intercom, personal notification by designated persons, or the PA system to evacuate students and staff to designated areas.

Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

Evacuate students as quickly as possible, using primary or alternate routes.

Upon arrival at the designated safe site, take attendance.

Notify the principal/site administrator of any missing students.

Do not return to the building until emergency response officials determine it is safe.

If a suspicious item is observed, make no attempt to examine the object and immediately notify site administrator or law enforcement.

Bus Disaster

Staff and students will follow the safety protocols set forth by the transportation/busing company

Cardiac Arrest

Designate a staff member to call 911 immediately.

Ensure another staff member or the responder begins CPR if the person is not breathing normally. Assign a team member to retrieve and bring the AED to the scene.

AED Use:

- AEDs are clearly marked, accessible, and regularly maintained.
- Follow the AED's voice prompts for proper use, which will begin as soon as it is turned on and the pads are in place.

Disorderly Conduct

Principal will initiate a shelter in place or lockdown depending on the severity of the situation. They will call local law enforcement to assist.

Earthquake

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If people are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders and the Superintendent's office.

Send search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter the building until it is determined to be safe by an appropriate facilities inspector.

Determine whether to close school. If school must be closed, notify staff members, students, and parents.

STAFF ACTIONS:

Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves, and heavy suspended light fixtures. Get under a table or other sturdy furniture with back to windows.

After shaking stops, EVACUATE building. The focus should be on doing the best for the most people. Do not hold up the class from evacuating while administering first aid to someone. If the injured person can be evacuated, then bring them out and render first aid once clear. If the person can't be included in the evacuation, then note the number and location of the injured and report to Operations once your group is safely evacuated. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

Staff that are outside, after the shaking stops, should immediately direct students to the evacuation/rally point. Assist injured victims that can be moved to an evacuation site. Report to Search & Rescue the number and location of victims that can't be moved. Check attendance at the assembly area. Report any missing/injured students to principal/site administrator.

Check for injuries and render First Aid.

Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

Stay alert for aftershocks!

Do NOT re-enter the building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

Move students away from buildings, trees, overhead wires, and poles. Get under a table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

After shaking stops, check for injuries, and render first aid. Direct students to evacuation points.

Check attendance. Report any missing students to principal/site administrator.

Stay alert for aftershocks.

Keep a safe distance from any downed power lines.

Do NOT re-enter the building until it is determined to be safe.

Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.

Confer with the District Superintendent if damage is apparent to determine the advisability of closing the school.

Notify the fire department and utility company of suspected breaks in utility lines or pipes.

If school must be closed, notify staff members, students, and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.

Notify the District Office, who will inform public information media as appropriate.

Explosion or Risk Of Explosion

Action: Evacuation or Shelter in Place

- 1) Evacuation: If an explosion has occurred on campus, determine the extent of the damage before deciding to evacuate. Often it is safer to remain inside an undamaged building than to evacuate. If fire is present, evacuate immediately.
- 2) Shelter in Place: If there is little or no damage to the building, and no fire is present, close windows and doors and wait for further instructions.

Note: Explosions can happen from ruptured gas mains; acts of terrorism; fallen aircraft; and other unknown causes. There may be toxic fumes and other hazardous materials involved. Until you know the cause of the explosion and can determine the safest procedures to follow, it is best to remain inside and wait for further instructions from the district or school office or first responders unless there is an immediate danger of fire or collapse.

Extreme Weather

The district will monitor weather advisories and emergency alerts and maintain ongoing communication with local agencies in Sonoma County, including the Office of Emergency Management, local law enforcement, and fire departments, to ensure timely and coordinated response. In the event of extreme weather, the district will implement established emergency procedures, communicate promptly with staff and families through multiple channels, and adjust operations as needed to protect student and staff safety.

Fire in Surrounding Area

Fire near the school

- 1) Report fire to the school office
- 2) Wait for instructions from the district or school office
- 3) First responders will determine if it is necessary to evacuate based on the risk to the school

4) Keep radio tuned to a local emergency channel for current information (1350 AM KSRO)

Fire Drill Procedure

- 1) Alarm will sound
- 2) Students and teachers will evacuate to their assigned areas
- 3) Make sure classroom door is closed upon leaving and turn off lights
- 4) Teachers bring hand held radios emergency backpacks which include class roster and take roll
- 5) Teachers indicate whether students are all present or not, by having the first student in line hold one of three signs: Green= All Present; Red= Someone Missing!/Help Needed
- 6) An all-clear message will sound
- 7) All students and teachers will return to their rooms

Fire on School Grounds

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction.

Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to confirm that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Sound the fire alarm to implement EVACUATION of the building.

Immediately EVACUATE the school using the primary or alternate fire routes.

Call 911.

Direct search and rescue team to be sure all students and personnel have left the building.

Ensure that access roads are kept open for emergency vehicles.

Notify District Office (415)897-4211 of situation.

Notify appropriate utility company of suspected breaks in utility lines or pipes.

If needed, notify bus dispatch for OFF-SITE EVACUATION by DIRECTED TRANSPORTATION.

Do not allow staff and students to return to the building until the Fire Department declares it safe.

STAFF ACTIONS:

EVACUATE students from the building using primary or alternate fire routes Take emergency backpack. Maintain control of the students a safe distance from the fire and firefighting equipment.

Take attendance. Report missing students to the principal/designee and emergency response personnel.

Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911. The Fire Marshall will direct operations once on site.

Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with the school routine.

Flooding

Action: Evacuation

Flooding can happen during severe storms when rivers, creeks, or constant rain overwhelms flood communities and roadways.

During storms, river levels are monitored closely and emergency response agencies can normally provide adequate warning to schools. So they can notify parents and make arrangements to move students to safety. However, sometimes the rivers can rise

unexpectedly and evacuation to higher ground needs to occur.

Loss or Failure Of Utilities

- 1) If loss of utilities occurs before 7AM, and enough time allows for use of the District's notification system to notify parents, then school may be closed for the day.
- 2) The Superintendent makes the call to close school, and notifies the County Superintendent at SCOE to officially close school.
- 3) If loss of utilities (such as electricity) occurs after students have either begun transport to school or have already arrived at school, then school remains in session until normal dismissal time.
- 4) Parents will be notified if power does not return. Even if we are without utilities during the school day, school remains in session because it is unsafe to release students early, as parents may not be available to retrieve them.

Motor Vehicle Crash

- 1) Prior to leaving on a field trip, the classroom teacher leaves a packet of emergency information with the school office including: names of parent drivers and which students are in each driver's car; parent cell phone numbers; the classroom teacher's cell phone number, and itinerary for the trip.
- 2) Parent drivers are given the cell phone number for the classroom teacher, and list of students and drivers in each car, and directions for the trip.
- 3) Teachers additionally carry contact info and a medical release for each child in their class (the Parent Authorization for Medical Treatment form).

If a car accident occurs:

- 1) Call 911, if first responders needed
- 2) Parent of crashed car notifies classroom teacher
- 3) Classroom teacher calls the school office
- 4) An administrator calls all the parents of children in the car that had the accident, and gives them an update.

Pandemic

District and school site leadership team will work with local public health agencies to assess the situation and follow all safety protocols put forth. See the Instructional Continuity Plan for more details.

Psychological Trauma

Our District works with a number of individuals to provide care for students and staff in the event of a psychological trauma.

- 1) Contact SCOE SOS Crisis Team. They will send professional counselors, MFTS, social workers, and therapy animals to the school site immediately.
- 2) Our School Psychologist and School Counselor are able to provide counseling
- 3) Each school site has identified a crisis team to provide comfort to students experiencing emotional trauma. (See Incident Command chart)
- 4) The District contracts with community resources to provide short term intensive support following a traumatic event.

Suspected Contamination of Food or Water

1. Immediate Response

- Stop consumption and distribution of the suspected food or water immediately.
- Secure and label contaminated or potentially contaminated items; do not discard until advised by authorities.
- Shut off access to the affected water source (e.g., fountains, kitchen sinks) if water contamination is suspected.
- Remove students and staff from exposure area, if necessary.

2. Notification

- Notify the principal and site safety coordinator immediately.
- Contact local public health authorities, district office, and facilities/maintenance staff.
- If water contamination is suspected, notify the local water utility provider.
- Inform food services management if cafeteria food or vendor items are involved.

3. Medical Response

- Send any students or staff who may have consumed the food or water to the school nurse for evaluation.
- Call 911 if anyone shows severe symptoms (vomiting, allergic reaction, dizziness, difficulty breathing).
- Document symptoms and keep a log of all potentially exposed individuals.

4. Communication

- Provide timely, factual information to staff, students, and families while avoiding speculation.
- Use school communication systems (calls, texts, website) as directed by administration.
- Coordinate messaging with district and public health officials.

5. Containment & Investigation

- Preserve samples of suspected food or water for testing by public health officials.
- Cooperate fully with local health, environmental, and regulatory agencies.
- Suspend food preparation/distribution until cleared safe.
- Restrict access to contaminated areas (cafeteria, kitchens, water fountains).

6. Recovery & Continuity

- Provide safe alternatives (bottled water, outside food sources) until contamination is resolved.
- Sanitize and disinfect all affected equipment, facilities, and storage areas before reuse.
- Resume normal operations only after clearance from public health or environmental officials.

Tactical Responses to Criminal Incidents

Purpose: To establish clear procedures for protecting students, staff, and visitors in the event of a criminal incident on or near campus.

1. Immediate Response

-Identify the threat (e.g., weapon on campus, assault, robbery, intruder, active shooter).

- Call 911 immediately, providing details of the situation, location, and description of suspect(s).
- Notify school administration and activate internal emergency communication systems.
- Implement the appropriate protective action:

-- Lockdown – if there is a violent intruder, active shooter, or armed suspect.

-- Shelter-in-Place – if danger is external (police activity nearby, suspect off campus).

-- Evacuation – if safe and directed by authorities.

2. Staff Responsibilities

- Follow Run–Hide–Fight principles as trained:

-- Run – evacuate if a safe path exists.

-- Hide – lock doors, turn off lights, silence devices, remain quiet if evacuation is not possible.

-- Fight** – last resort, to defend self/others if directly confronted.

- Maintain accountability for students under their supervision.
- Do not attempt to intervene physically unless unavoidable to preserve life.
- Await official “all clear” from administration or law enforcement before resuming normal operations

3. Administration Responsibilities

- Initiate appropriate emergency response protocol (lockdown, shelter, evacuation).
- Ensure communication with law enforcement, district officials, and first responders.
- Secure campus perimeter if possible until authorities arrive.
- Provide accurate and timely information to staff and families via established communication channels.

4. Law Enforcement Coordination

- School staff will cooperate fully with law enforcement and follow directions during the incident.
- School administration will designate a liaison to communicate directly with law enforcement.
- Incident Command System (ICS) will be activated as appropriate.

5. Recovery & Post-Incident

- Provide immediate first aid and crisis intervention as needed.
- Coordinate family reunification procedures if students are evacuated.
- Offer counseling and mental health support services to students and staff.
- Conduct a debrief with staff, law enforcement, and district officials to review the response.

Unlawful Demonstration or Walkout

In the event of a walk out, students would be grouped in such a way that they can be safely supervised with the staff that remains until normal dismissal time that day.

Emergency Evacuation Map

