

Comprehensive School Safety Plan

2025-26 School Year

School: Foothill Elementary School
CDS Code: 43696826049084
District: Saratoga Union Elementary School District
Address: 13919 Lynde Avenue
Saratoga, CA 95070-5310
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Approved by:

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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 the Principal's Office..

Safety Plan Vision

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Site Council Committee (or School Safety Planning Committee) as well as to the district's board of trustees or county office of education. The contents of the CSSP should include at a minimum,

information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Debbie Stewart, Principal
Foothill Elementary School
13919 Lynde Ave.
Saratoga, CA 95070
(408) 867-4036
dstewart@saratogausd.org

Components of the Comprehensive School Safety Plan (EC 32281)

Foothill Elementary School Safety Committee

Debbie Stewart - Principal
Wakana Hirayama - Teacher
Connie Weber - Teacher
Breanna Martin - School Psychologist
Alicia Yount - Classified Staff
Sarah Bugbee - PTA President & Parent

Assessment of School Safety

Areas of Pride and Strength: (Components 1 & 2)

Positive school climate

Expectations are explicitly taught and proactively reinforced

Monthly schoolwide focus on character traits with positive student recognition

Establish and implement Toolbox Project to support social-emotional learning needs

Improved signage for traffic calming and directing visitors to office

- Areas to Change: (Components 1 & 2)

Continue traffic calming measures and communication around traffic safety for parents

- Analysis of how the data, needs, and perceptions about the school's safety determined the goals: EC 35294.2(a)(1)

In conducting a Safe Needs Assessment, crosswalks are accessible and easily recognizable.

- Generalized statement of goals for 2025-26 (EC 35294.2(a)(2)(H):

Refinement of SEL Systems: Expanding our teaching of expectations to ensuring they are proactively reinforced and recognized through schoolwide character initiatives and monthly assemblies.

External Safety Logistics: Closing the gap in traffic-related safety concerns through consistent communication and environmental signage to protect students during high-transition times.

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

Evidence of strategies and programs to provide and maintain a high level of safety at all SUSD campuses is embedded in the CSSP.

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

(Penal Codes 11164-11174.3 and Child Abuse & Neglect Reporting Act)
Saratoga Union S.D. Board Policy 5141.4

As stated in the Board Policy, "Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and

neglect."

Saratoga Union S.D. Administrative Regulation 5141.4 (b)

Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or healthcare providers; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code 11165.7)

Reporting Procedures

- Initial Telephone Report
- Child Protective Services (800-827-8724)
- Written Report
- Internal Reporting
- Training

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

Disaster Plan

Per Board Policy 3516, through on-going emergency training and drills for all staff, students, and visitors, the Superintendent or designee shall ensure that the District plan addresses:

- Fire on/off school grounds which endangers students, staff, and visitors.
- Earthquake or natural disasters
- Environmental hazards
- Attack or disturbance, or threat of attack or disturbance, by an individual or group
- Bomb threat or actual detonation
- Biological, radiological, chemical, and other activities, or heightened warning of such activities
- Medical emergencies and quarantines

The dismissal of students from school shall be governed by the emergency procedures outlined in this plan and consistent with the Incident Command System. Students may only be released to parent, guardian or other adult specified on the Emergency Card. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student. Each teacher is in possession of a student enrollment sheet and a copy is kept in the teacher's red Emergency Backpack. Teachers are required to remain with students until directed otherwise. Saratoga Union School District prepares and implements a school disaster plan that designates responsibilities, action steps, and an established chain of command.

Board Policy available on our website www.saratogausd.org and in our district office.

Adaptations for Students with Disabilities

1. General Principles for Supporting Students with Disabilities During Disasters

1.1 Equity and Inclusivity

Ensure that students with disabilities are provided the same level of protection and support as all other students during an emergency. Adapt procedures, as necessary, to address their individual needs.

Regularly review and update individualized emergency plans for each student with a disability, in consultation with the student's IEP (Individualized Education Program) or 504 Plan team, parents/guardians, and relevant staff.

1.2 Proactive Planning and Training

School staff (including teachers, aides, and administrators) will be trained on specific strategies and tools for assisting students with disabilities during an emergency.

Develop personalized evacuation plans, communication strategies, and accommodations tailored to each student's disability and needs.

Conduct regular disaster preparedness drills with adaptations for students with disabilities, ensuring that students and staff are familiar with procedures and accommodations.

1.3 Collaboration and Communication

Work collaboratively with families, local emergency responders, and disability advocacy organizations to ensure that the needs of students with disabilities are considered in disaster planning.

Maintain open lines of communication with parents and guardians regarding their child's individual needs and the school's emergency plans.

2. Adaptations for Different Types of Disabilities

2.1 Mobility Impairments

Evacuation Procedures:

Ensure that students with mobility impairments are assigned a designated adult (e.g., teacher, aide) to assist with evacuation, particularly if elevators are not operational.

Ensure that all evacuation routes are accessible, including ramps, wide doorways, and stairwell evacuation chairs or lifts.

Identify and maintain an accessible meeting area that is located on the ground floor or easily accessible for students with mobility impairments.

Transportation:

Ensure that transportation is accessible for students with disabilities, including accessible vehicles for bus evacuation or relocation to an off-site location.

2.2 Visual Impairments

Evacuation Routes:

Provide tactile markers, Braille signage, or verbal directions to guide students with visual impairments to safe exits.

Ensure that staff members are trained to guide students with visual impairments, particularly in unfamiliar or hazardous environments.

Communication:

Use auditory signals (e.g., verbal instructions, alarm systems) to communicate important information.

Ensure that emergency evacuation routes, assembly points, and other critical instructions are available in alternative formats, such as audio recordings.

2.3 Hearing Impairments

Evacuation Procedures:

Ensure that visual signals (e.g., flashing lights) and vibrating alerts are available to notify students with hearing impairments of emergency situations, such as fire alarms or lockdowns.

Assign staff members to assist students with hearing impairments in understanding verbal announcements and directions.

Communication:

Provide written emergency procedures and information in accessible formats (e.g., text-based notifications) or through communication devices (e.g., text messaging or video relay services).

Designate a staff member who knows sign language, if necessary, to communicate directly with students who are deaf or hard of hearing during emergencies.

2.4 Cognitive or Developmental Disabilities

Understanding and Response to Emergency:

Provide simplified, step-by-step instructions for students with cognitive disabilities to ensure they understand evacuation routes and safety protocols.

Use visuals, social stories, or hands-on practice during disaster drills to ensure students with cognitive disabilities feel familiar and confident with emergency procedures.

Assistance during Evacuation:

Assign specific staff or peer buddies to assist students with cognitive disabilities during evacuations, ensuring they can follow the crowd and remain calm.

Establish a "buddy system" to help students with cognitive disabilities stay on task during evacuation or lockdown procedures.

2.5 Emotional or Behavioral Disabilities

Calming Strategies:

For students with emotional disabilities, prepare individualized plans that include calming strategies to reduce stress and anxiety

during an emergency.

Ensure access to a designated quiet space for students who may become overwhelmed, where they can retreat to reduce sensory overload and regain composure.

Behavioral Support:

Provide additional support, including one-on-one assistance or a peer buddy, to help students with behavioral disabilities manage their reactions during high-stress situations.

Identify potential triggers and provide pre-disaster training and de-escalation techniques to minimize emotional outbursts.

3. Specific Disaster Procedures Adaptations for Students with Disabilities

3.1 Evacuation and Shelter-in-Place

Evacuation Plans:

Ensure evacuation routes are accessible and safe for all students, including those with disabilities. This may include identifying accessible exits, maintaining accessible transport options, and ensuring staff are trained in specific evacuation protocols for students with disabilities.

Assign staff to support students with mobility impairments, sensory impairments, or cognitive disabilities, ensuring that no one is left behind.

Shelter-in-Place:

Designate areas that are safe and accessible for students with disabilities. These areas should be equipped with necessary supports such as seating, medical supplies, and communication tools.

Ensure that students with sensory impairments (hearing/visual) are informed through the appropriate means (e.g., visual cues for hearing-impaired students, auditory signals for those with visual impairments).

3.2 Communication During Disasters

Accessible Communication Methods:

Provide students with disabilities multiple ways to receive important emergency communications, such as through audio, text, or visual signals, based on their needs.

Ensure that parents and guardians are contacted quickly through accessible formats. Use text messages, emails, or phone calls to relay important information about the disaster and student safety.

Alternative Formats:

In addition to spoken announcements, ensure that emergency procedures are available in accessible formats for students with disabilities (e.g., large print, Braille, audio, or sign language interpretation).

3.3 Transportation and Relocation

Accessible Transportation:

Ensure that buses and other forms of transportation are equipped to accommodate students with disabilities during an evacuation or relocation.

Arrange for backup accessible vehicles if the primary transportation options are not sufficient for the needs of students with mobility impairments.

Relocation Sites:

Ensure that off-site relocation facilities are accessible to students with disabilities, with suitable accommodations for evacuation and sheltering.

Coordinate with local shelters or evacuation centers to ensure that they have the necessary resources to support students with disabilities.

4. Training, Drills, and Monitoring

4.1 Disaster Drills with Adaptations

Inclusive Drills:

Conduct regular disaster drills that specifically include students with disabilities, ensuring that evacuation routes, communication methods, and response protocols are tested in real-life scenarios.

Involve parents and guardians in disaster drill planning to ensure that the needs of students with disabilities are considered.

Staff Training:

Provide regular training for all staff on how to support students with disabilities during emergencies. This should include procedures

for evacuating students with mobility impairments, communicating with students who are deaf or hard of hearing, and assisting students with cognitive or emotional disabilities.

Monitor Effectiveness:

After each drill or actual disaster situation, review the procedures with staff and families to identify any gaps in the plan or areas for improvement.

Regularly update IEPs and 504 Plans with input from families, special education staff, and emergency responders to address changing needs or circumstances.

5. Post-Disaster Support for Students with Disabilities

5.1 Emotional Support

Crisis Counseling:

Provide access to mental health professionals trained in trauma-informed care to help students with disabilities cope with the emotional and psychological impact of the disaster.

Behavioral Support:

Offer ongoing behavioral support for students with emotional or behavioral disabilities, focusing on coping mechanisms and self-regulation strategies.

5.2 Academic Continuity

Adapted Learning Materials:

Ensure that any missed instructional time is made up with adapted materials, including tactile, visual, or auditory resources as needed, and that students receive necessary academic accommodations to make up for any disruptions.

Assistive Technology:

Provide assistive technologies and resources to help students with disabilities continue their learning in a way that is accessible, whether remotely or in-person after the disaster.

Public Agency Use of School Buildings for Emergency Shelters

Saratoga Union School District schools will be available to governmental agencies, such as law enforcement, fire, and the Red Cross to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Education Code 35291.5, 48900, et. al

Saratoga Union S.D. Board Policy 5144.1

Through SUSD Board Policy 5144.1, the Governing Board has established policies and standards of behavior to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

The policy also describes disciplinary guidelines in accordance with state and federal law, Student Due Process, Supervised Suspension Classroom, and the Decision to Not Enforce Expulsion Order available to the school board.

For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to student and parent handbooks distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

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

(Pursuant to Education Code 49079)

Saratoga Union S.D. Board Policy 4158, 4258, 4358 & Administrative Regulation 4158

The Superintendent or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under:

- Education Code 48900 subdivision [except subdivision (h)]
- Education Code 48900.2 (sexual harassment)
- Education Code 48900.3 (hate violence)
- Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
- Education Code 48900.7 (terrorist threat)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former district and of the act that resulted in the suspension or expulsion.

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. The Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the Superintendent or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on district premises.

In addition, employees shall promptly report to their principal or supervisor, The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution. The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

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

Saratoga Union S.D. Board Policy 5145.7

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

Grievance Procedures

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the district's nondiscrimination policies:

Superintendent
20460 Forrest Hills Drive
Saratoga, CA. 95070
(408) 867-3424, ext. 502

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be final.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.

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

Education Code 35294.2 (f)
Saratoga Union S.D. Board Policy 5132

Gang-related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

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

educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

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

The Board of Trustees desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

The Superintendent or designee shall provide inservice training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

The Board realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian.

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

Supervision of Students

School administrators and campus supervisors work together to maintain a strong presence during pick up, drop off, and other transition times to ensure students can move around campus safely. Parents are informed in writing of the safety rules and procedures for dropping off and picking up their child from school. As students arrive on campus each morning, the principal and yard duty supervisor are strategically assigned to designated entrance areas and the playground. During recess, yard duty supervisors monitor playground activity. Yard duty supervisors monitor lunch time activity in the cafeteria and common student activity areas. When students are dismissed at the end of the day, the principal and teachers monitor student behavior to ensure a safe and orderly departure. Hand-held radios enhance routine and emergency communication efforts concerning students, staff, and campus facilities.

Visitors

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival through the Visitus system, obtain and wear a visitor's badge, and then return to the school office upon departure.

Volunteering in the Saratoga Union School District

The SUSD Board of Education recognizes and appreciates that volunteer assistance in schools can significantly enrich the educational program, increase supervision of students, contribute to school safety, and strengthen a school's relationship with the community.

The Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with students. The Board, in compliance with California Education Code 35021 and Board Policy 1240, requires school volunteers to be screened and authorized to volunteer.

Volunteers who may be in contact with students outside the presence of certificated staff (however briefly) must arrange for a CA Department of Justice and Federal Bureau of Investigation fingerprint submission prior to volunteering. Also, volunteers who will have frequent or prolonged contact with students must be tuberculosis (TB) tested and cleared. These requirements are in place given an abundance of caution for student safety and well-being.

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

Goal

Safe & Orderly Physical Environment

Component:

Campus safety (physical)

Element:

Goal #1 Focus on campus safety in regards to safe ingress and egress of visitors as well as identifying overall campus safety needs.

Opportunity for Improvement:

Improve campus safety and protocols for drop-off and pick-up of students.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Prepare campus to create a safe environment for students, staff and visitors.	Update incident command system and assigned Teacher in Charge roles to both a primary and upper grade teacher. Train staff, students and parents on safety protocols related to drills and egress and ingress to campus. Regularly communicate safety procedures with parents and volunteers. Continuously evaluate campus safety needs.	Sheriff's Department/SRO, Saratoga Union Board Policies, Director of Facilities, Faculty Advisory Committee (FAC) Parent Advisory Committee(PAC)	Principal: Debbie Stewart	Spring 2026
	Met with Parent Advisory Group on 10/17/25, and Faculty Advisory Committee on 9/16/25, 10/14/25, 11/10/25, 12/2/25 to gather staff and community input.			
	Ensure updated drop-off and pick up protocols for Foothill Student/Parent Handbook.			

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Assign staff to all drop-off/pick-up time slots for consistent and dedicated coverage of students by staff.			
	Improved signage and paint crosswalks at drop-off and pick-up areas.			
	Safety Committee members trained in CPR/AED			
	Allergy and EpiPen staff training			
	Epilepsy training as needed			

Goal

Safe & Inclusive School Climate

Component:

Create clear expectations related to student discipline. (Social)

Element:

Goal #2 Establish updated school and student discipline policy including trauma informed practices and restorative justice

Opportunity for Improvement:

Update and communicate student discipline practices and protocols in student handbook.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Develop an updated discipline policy that communicates policy and consequences through restorative justice lens. identify community resources, and outlines a clear process for responding to discipline concerns through building a positive school culture.	Solicit feedback from parents through Principal's Coffee Chats/Parent Advisory Committee and Faculty Advisory Committee (FAC) to gather staff and community input. Met with Parent Advisory Group on 10/16/25, and Faculty Advisory Committee on 9/16/25, 10/14/25, 11/10/25, 12/2/25 to gather staff and community input.	Saratoga Union Board Policies, professional development on trauma informed practices and restorative practices, Department of Education resources on restorative justice as well as research based evidence in best practices.	Principal: Debbie Stewart	Spring 2026

Objectives	Action Steps	Resources	Lead Person	Evaluation
Foothill will open the "Dolphin Cove," a supervised, low-sensory room as an alternative to outdoor recess. This space will be utilized by at least 10% of the student population daily to improve self-regulation, boost student well-being, and reduce behavioral referrals.	Designate Room 13, adjacent to playground; create staffing schedule; introduce space to students; initial weeks will be open by invitation only to teach expectations and introduce activities; gradually open to all interested students, space permitting	Mental Health Grant to provide calming activities and materials to create a wellness-focused environment; staff supervisors (school-based mental health providers, principal, teachers, specialists)	School Psychologist Breanna Martin	Spring 2026
Staff understands how to view discipline procedures through a restorative justice and trauma informed lens, so that there is a clear understanding of how student discipline issues will be resolved.	Introduced Restorative Justice guidelines and terminology to FAC and staff, at a staff meeting. Additionally, staff has been trained in Trauma Informed Practices.			
Continue parent education around the use of social and emotional curriculum and tools to promote positive school behaviors.	Presented LCAP goals to parents on 8/27/25, highlighting the SEL tools that are utilized to meet the social and emotional needs of students.			
Continue staff training in the use of SEL curriculum and tools.	SEL lessons and proactive positive SEL strategies are modeled at staff meetings, to encourage utilization of materials and reinforcement of SEL skills.	Toolbox program, Social Worker, PBIS, Playground Pals		

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

Foothill Elementary School Student Conduct Code

Education Code 35291.5, 48900, et. al
Saratoga Union S.D. Board Policy 5144, 5144.1 & Administrative Regulation 5144

The Board of Trustees desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. The administrative staff at each school may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, Board policy, and district regulations.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

Conduct Code Procedures

Discipline at Foothill Elementary School is viewed as a positive process that promotes safety, increases student responsibility, and builds respect for self and others. Our school wide behavior agreements of "Be Safe, Be Accountable and Be Respectful," reflects this philosophy and fosters a safe and inclusive environment. These agreements are shared with all of our students at the beginning of each school year and are reviewed on a regular basis. In the Foothill Elementary School community, emphasis is placed on accepting responsibility, problem solving, and resolving conflicts using positive strategies as well as restorative justice strategies.

Behavior Expectations

- Be Safe
- Be Respectful
- Be Accountable

Our school strives to make sure that the school community including staff, families, and students, are involved in making our school a safe and welcoming place of learning.

Project Cornerstone- Parents and staff partner in activities such as ABC readers and Kindness week to ensure our students receive ongoing social emotional education.

Student Council - A student leadership organization to serve as a student voice, provide student leadership opportunities, and to create positive student activities.

Playground Pals - Upper grade students serve as Playground Pals helpers at lunch recess and oversee activities for primary students.

Classroom Buddy Program - Upper grade students serve as buddies and mentors with younger students. This program is run between classroom teachers.

Consequences for Violations of the School Rules and Agreements

Depending on the severity and nature of the incident, Foothill Elementary will take one or more of the following steps:

Intervention ,Warning, and Redirection - A teacher, principal or support staff member will ensure that the immediate behavior stops and reinforce to the student that aggressive behavior or a violation of the school rules will not be tolerated. During this meeting with the student, the staff member will redirect the student and come up with a plan for success in case they find themselves in a similar situation in the future. This may involve restorative justice practices that help to repair student and staff relationships.

Meeting with Teacher/Principal - The student may meet with their teacher and principal to discuss the problem and reinforce that aggressive behavior or a violation of the school rules will not be tolerated.

Notification to Parents - School staff will notify the parents of the involved students. The parents may be asked to meet with the principal or other members of the school support staff, including the student's teacher, and/or the school counselor or psychologist.

Conflict Resolution - Depending upon the nature of the incident, the students involved may meet to help resolve the problem and create a plan to minimize future incidents.

Referral to Professional School Support Staff - The student may meet with the school counselor or psychologist to help prevent future violations.

School Service - The student may be assigned to work with a staff member, or lose school privileges.

In-school Suspension - This consequence is a suspension from the classroom and school activities. The student will stay on campus, receive class work from their teacher or complete a structured activity that relates to the behavior and provides a learning opportunity for the student.

Suspension - In cases of severe or repeated bullying, the student may be suspended under District policies.

Expulsion - In the event of dangerous bullying (such as serious physical violence or threats), or where repeated efforts to address the problem have failed, the student may be expelled under District policies.

There are severe behaviors that may result in off campus suspension or expulsion in accordance with the Education Code #48900. They include:

- Causing, attempting to cause, or threatening to cause physical injury to another person
- Possession of a dangerous object
- Stealing or damaging school property
- Inappropriate touching or using obscene language or gestures

As with all discipline actions, these matters are handled confidentially.

(K) Hate Crime Reporting Procedures and Policies

Saratoga Union S.D. Board Policy 5145.9

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth and these efforts shall be focused on providing an efficient use of district and community resources.

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

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

Grievance Procedures

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

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

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

(J) Procedures to Prepare for Active Shooters

In developing these procedures, the school works in close collaboration with local law enforcement and emergency response agencies. These partnerships ensure that response plans align with best practices and established safety protocols. Response procedures may include actions such as Lock Down and Secure School, as well as coordinated communication and reunification processes.

All information related to tactical response procedures is reviewed regularly and updated as needed to reflect current safety standards and community conditions. Any portions of the Comprehensive School Safety Plan that contain sensitive or confidential tactical information are maintained securely and are not included in documents released for public record requests, in order to protect the safety and security of students, staff, and first responders.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Our school is committed to maintaining a safe, inclusive, and orderly learning environment by proactively preventing acts of bullying and cyber-bullying in both physical and digital spaces.

To achieve this, we employ a dual-layered approach of comprehensive staff education and advanced digital monitoring:

Mandated Staff Training: In accordance with Education Code Section 32283.5, all certificated and classified staff undergo annual training via California Department of Education (CDE) resources. This ensures every adult on campus can identify the signs of bullying, understand the legal definitions of harassment, and intervene effectively to protect student well-being.

Proactive Digital Monitoring: We utilize Gaggle.com to provide a safety net for our students' digital lives. This tool monitors student accounts—including emails and shared documents—for language or imagery related to bullying, self-harm, or violence. By providing real-time alerts to administration, Gaggle allows us to intervene in digital conflicts before they escalate into physical or emotional harm.

By combining human vigilance with technological support, we empower our students to be "upstanders" while ensuring that our school remains a sanctuary for learning.

Opioid Prevention and Life-Saving Response Procedures

Opioid Prevention and Life-Saving Response Procedures

1. Introduction Opioid misuse is a critical health risk. Our school is committed to prevention and effective emergency response.

2. Prevention Measures

Education: Incorporate opioid misuse education into health classes and provide resources to parents.

Community Partnerships: Collaborate with local organizations for prevention resources.

Parent Engagement: Offer sessions on opioid risks and prevention.

3. Staff Training

Naloxone Use: Annual training on recognizing overdoses and administering naloxone.

Awareness: Train staff to identify at-risk students and refer them for support.

4. Emergency Response

Recognizing Overdose: Watch for symptoms like slowed breathing and unresponsiveness.

Response Steps:

Call 911.

Administer naloxone as trained.

Monitor the individual and provide CPR if needed.

Notify parents/guardians and document the incident.

5. Naloxone Availability

Store naloxone in secure, accessible locations.

Monitor and replenish supplies before expiration.

6. Reporting and Compliance

Report incidents as required and ensure compliance with training and storage protocols.

7. Review and Updates

Annually review this section to incorporate updates and best practices.

8. Resources

Provide access to local and national resources like SAMHSA and NIDA.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Response Procedures for Dangerous, Violent, or Unlawful Activity

1. Immediate Action:

Prioritize Life Safety: The primary objective is to ensure the immediate safety of all students, staff, and visitors.

Evacuation/Shelter-in-Place:

Evacuation: If directed, evacuate the building in an orderly and efficient manner to a designated safe location. Follow established evacuation routes and procedures.

Shelter-in-Place: If instructed, immediately move to a secure, interior location within the classroom or designated area. Lock doors, close blinds/shades, and remain quiet.

Accountability: Conduct immediate headcounts to ensure all individuals are accounted for.

Communication:

911 Call: In all emergency situations, immediately contact emergency services (911) and provide concise and accurate information:

Location of the school

Nature of the emergency

Number of individuals involved (if known)

Any specific threats or hazards

Internal Communication: Utilize the school's communication system (e.g., intercom, text alerts) to:

Notify staff and students of the emergency.

Provide clear and concise instructions.

Disseminate information to parents/guardians.

2. Lockdown Procedures:

Initiation: A lockdown may be initiated in response to various threats, including:

Active shooter situations

Bomb threats

Natural disasters (e.g., severe weather)

Other imminent threats to school safety.

Implementation:

Classroom Lockdown:

Secure the classroom door.

Move students away from windows and doors.

Silence all electronic devices.

Turn off lights (if possible).

Remain quiet and alert.

Follow instructions from school officials.

Building Lockdown: All occupants remain in their current location, doors are secured, and all activities cease.

Drills and Training: Regular lockdown drills are conducted to familiarize students and staff with procedures and to ensure a coordinated response.

3. Response to Specific Threats:

Active Shooter:

Run: If possible, evacuate the immediate area quickly and safely.

Hide: If evacuation is not possible, find a secure hiding place and lock the door.

Fight: As a last resort, and only if your life is in immediate danger, take action to stop the threat.

Bomb Threats:

Follow evacuation procedures as directed by law enforcement.

Do not touch any suspicious packages or devices.

Report any suspicious activity immediately.

Natural Disasters:

Follow established emergency plans for specific disasters (e.g., earthquakes, tornadoes).

Move to designated safe areas.

Secure loose objects.

Medical Emergencies:

Activate the school's emergency medical response system.

Provide first aid as trained.

Ensure the safety and well-being of the injured individual.

4. Post-Incident Procedures:

Debriefing: Conduct a debriefing session with students and staff to address the incident, provide emotional support, and gather feedback for future improvements.

Assessment and Review:

Evaluate the effectiveness of the response.

Identify areas for improvement in procedures, training, and communication.

Update the safety plan accordingly.

Crisis Intervention: Provide access to counseling and other support services for students and staff affected by the incident.

5. Collaboration:

Law Enforcement: Maintain close collaboration with local law enforcement agencies to ensure a coordinated response to emergencies.

First Responders: Establish clear communication protocols with emergency medical services (EMS) and other first responders.
Parents/Guardians:
Maintain open communication with parents/guardians regarding school safety procedures.
Involve parents/guardians in safety drills and awareness campaigns.

Instructional Continuity Plan

This plan outlines procedures for maintaining educational continuity in the event of school closures or disruptions due to emergencies, such as:

Natural Disasters: Earthquakes, floods, wildfires, severe weather.

Health Emergencies: Pandemics, widespread illness outbreaks.

Core Principles:

Student Well-being: Prioritize the safety, health, and emotional well-being of all students.

Equity and Access: Ensure equitable access to learning opportunities for all students, regardless of their socioeconomic status, technology access, or learning needs.

Flexibility and Adaptability: Be prepared to adapt instructional methods and resources based on the specific nature and duration of the disruption.

Communication: Maintain clear and consistent communication with students, families, and staff throughout the disruption.

Key Components:

Remote Learning Platforms:

Identify and utilize approved learning management systems (LMS) and other online platforms for delivering instruction.

Ensure access to reliable internet connectivity and devices for all students.

Provide alternative options for students with limited or no internet access (e.g., paper-based learning packets, community resource centers).

Instructional Resources:

Develop and maintain a repository of online learning resources, including:

Engaging and interactive lessons

Educational videos and simulations

Online libraries and databases

Digital textbooks and other learning materials

Communication Strategies:

Establish multiple communication channels for disseminating information to students and families (e.g., school website, email, phone calls, text messages, social media).

Provide regular updates on the situation and the status of school operations.

Offer opportunities for students and families to ask questions and seek support.

Special Education and Student Support Services:

Ensure continued access to special education services, including individualized education programs (IEPs) and related services.

Provide support for students with disabilities, English Language Learners (ELLs), and other students with unique learning needs.

Offer social-emotional support services to address the potential impact of the disruption on student mental health.

Staff Training:

Provide ongoing training for staff on the use of remote learning platforms, instructional technology, and strategies for effective online instruction.

Equip staff with the skills and resources needed to support student learning and well-being during a disruption.

Emergency Preparedness:

Regularly test and refine the instructional continuity plan through drills and simulations.
Maintain a well-stocked inventory of emergency supplies, including devices, chargers, and internet hotspots.
Collaborate with community partners to provide support for students and families during a disruption.

Ongoing Evaluation and Improvement:

Regularly review and evaluate the effectiveness of the instructional continuity plan.
Gather feedback from students, families, and staff to identify areas for improvement.
Update the plan as needed to reflect changing needs, technologies, and best practices.
Note: This is a general framework. You should adapt this section to meet the specific needs and circumstances of your school.

Key Considerations:

Equity and Access: Ensure that all students have equitable access to technology, internet connectivity, and learning resources.
Student Well-being: Prioritize student well-being and address the social-emotional needs of students during a disruption.
Professional Development: Provide ongoing professional development for staff on effective online instruction and the use of technology in education.
Communication: Maintain clear and consistent communication with all stakeholders throughout the disruption.

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 Spring 2025 and adopted by Foothill Elementary School on 2/1/2025 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, Foothill Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

1. Core Commitment

Foothill Elementary School is committed to maintaining the school-home connection during any crisis. We recognize that in an emergency, communication is the primary tool for reducing anxiety and stabilizing the learning environment. Engagement will begin as soon as practicable and will be fully established no later than five calendar days following the event.

2. Tiered Communication Timeline

Timeline Goal Primary Action

Stage 1: Immediate (0–24 Hours) Safety & Vitality Broadcast emergency status, safety of staff/students, and initial "Stay Tuned" instructions via SMS/Email.

Stage 2: Short-Term (Days 1–3)Needs AssessmentDetermine family access to technology, food security, and physical safety. Distribute "Learning from Home" schedules.

Stage 3: Full Launch (By Day 5)Academic ContinuityTeachers host synchronous "Morning Meetings" to check on SEL needs and launch asynchronous instructional modules. 3. Multi-Channel Engagement Protocol To ensure we reach 100% of our families, Foothill Elementary will utilize a "redundancy" approach to communication:

Mass Notification: ParentSquare/SchoolMessenger for simultaneous SMS, email, and app notifications.

Virtual Presence: A dedicated "Instructional Continuity" landing page on the school website with daily updates.

Direct Outreach: Classroom teachers and Aides will initiate direct contact (via phone or digital platform) with every student on their roster.

Language Access: All critical communications will be translated into the primary languages of our student population to ensure equitable access.

4. Protocols for Student Engagement

A. The Wellness Check (Priority 1)Before academic instruction begins, staff will conduct a wellness check-in. The goal is to identify students who may have been displaced or traumatized by the emergency.Action: Use Toolbox terminology (e.g., "Which tool is helping you stay calm right now?") to provide a sense of continuity.

B. Synchronous "Touchpoints"Once the "no later than five days" threshold is met, teachers will hold daily live sessions (e.g., Zoom/Google Meet) focused on:Social-Emotional Learning (SEL) through Project Cornerstone themes.Establishing a predictable routine.Clarifying learning expectations.

C. Tracking DisengagementIf a student has not engaged by Day 3 of the emergency: Teacher Contact: Personal phone call or text to the guardian.

Office Referral: If no contact by Day 4, the School Counselor or Front Office staff will attempt to reach emergency contacts.

Support Deployment: Identify if the lack of engagement is due to a lack of technology (laptop/hotspot) or a welfare concern.

5. Family Support & Resource Hub

Foothill Elementary will act as a central hub for family resources. Within five days of an emergency, the school will provide:

Tech Support: A "Help Desk" protocol for families struggling with remote learning tools.

Materials Distribution: A safe, drive-through protocol for picking up physical learning packets, books, or meals.

Office Hours: Designated times where families can speak with administrators or counselors regarding the transition.

Staff Responsibility Note: All certificated and classified staff are expected to maintain an updated contact log for their assigned student groups during the "Instructional Continuity" phase to ensure no student falls through the cracks.

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.

Preparedness and Prevention

Emergency Supplies and Equipment

Maintain battery-operated radios, megaphones, and mobile communication devices.

Ensure emergency lighting, backup generators, and flashlights are available in key areas.

Keep updated contact lists for staff, families, and local emergency services.

Alternative Communication Channels

Two-way radios and walkie-talkies for staff coordination when landlines or PA systems fail.

Mobile phone text messaging and mass notification systems for contacting parents/guardians.

Physical notice boards and staff runners to communicate urgent messages if digital systems are inoperable.

Response Procedures

Immediate Actions

Staff secure students in safe locations and account for all individuals using classroom rosters.

School leadership assesses the impact of the event and determines the best communication method available.

Communication Coordination

Administration designates a primary and secondary communication lead to manage information flow.

Staff use backup radios or in-person runners to relay instructions to classrooms.

Families are notified via mass text, email, social media, or automated phone calls depending on system availability.

Collaboration with Emergency Services

The school maintains direct contact with local fire, police, and utility providers for status updates and guidance.

Plans are aligned with local emergency response protocols to coordinate evacuation or shelter-in-place actions if needed.

Post-Event Recovery

Conduct debriefing meetings with staff to evaluate communication effectiveness.

Document lessons learned and update the emergency communication plan as needed.

Provide parent and student updates regarding school reopening, repairs, or temporary relocations.

Summary

By maintaining multiple communication channels, backup systems, and clear protocols, the school ensures that critical information continues to flow during power outages or infrastructure disruptions, minimizing risk and maintaining a safe learning environment.

Support for Unique Needs

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

Identification of Needs

Screening and Assessment

Utilize school-wide surveys, teacher observations, and counselor referrals to identify students at risk for mental health or social-emotional challenges.

Monitor academic performance through grades, standardized assessments, and classroom participation to detect learning gaps early.

Encourage self-referrals and peer referrals to empower students to seek support.

Data-Driven Review

Student Support Teams (SST) and counselors review data regularly to identify patterns and trends affecting social-emotional well-being and academic performance.

Early intervention plans are developed based on assessment results.

Support Strategies

Social-Emotional and Mental Health Supports

Provide access to school counselors, psychologists, and social workers for individual and group sessions.

Implement social-emotional learning (SEL) programs in classrooms to teach coping strategies, empathy, and conflict resolution.

Partner with community mental health agencies for additional services and referrals.

Academic Supports

Offer targeted interventions such as tutoring, study skills workshops, and differentiated instruction for students struggling academically.

Provide small-group instruction or academic coaching for students needing extra support.

Monitor progress through ongoing teacher feedback, assessments, and data tracking.

Family and Community Engagement

Keep families informed and involved in intervention plans and support services.

Host workshops and informational sessions to help families support students' academic and emotional needs at home.

Crisis Response and Safety Nets

Establish protocols for responding to students experiencing acute mental health crises, including immediate counseling support and, if necessary, referral to community services.

Ensure all staff are trained to recognize warning signs of distress, bullying, or self-harm and know how to respond appropriately.

Monitoring and Evaluation

Student Support Teams track interventions and outcomes to evaluate effectiveness.

Regular review of policies, programs, and data ensures continuous improvement in addressing student needs.

Adjustments are made as needed to meet evolving student social-emotional and academic needs.

Access to Instruction

Timeline for Access to Instruction

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

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

Conditions for Resuming Access to In-Person Instruction

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

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

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

Remote Instruction

Plans for remote instruction.

As required, Foothill Elementary 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.

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.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Foothill Elementary 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:

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.

Communication Methods

Digital Platforms

Email and School Portals: Updates on instructional changes, schedules, and resources.

Learning Management System (LMS): Posting of assignments, instructional materials, and announcements.

Text Messaging / Automated Calls: Quick notifications for urgent updates or emergency instructions.

In-Person / Physical Communication

Posted notices at school and community pick-up locations if digital access is limited.

Physical mailings for families without reliable online access.

Social Media and Website Updates

Use of official school social media channels and the school website to post announcements, reopening timelines, and instructional resources.

Frequency and Timeline

Initial Notification: Families and staff are informed as soon as practicable following an emergency.

Ongoing Updates: Regular updates provided at minimum every 24–48 hours during periods of disruption or until normal operations resume.

Instructional Guidance: Teachers communicate weekly expectations, assignments, and access instructions to maintain academic continuity.

Roles and Responsibilities

School Administration: Oversees communication protocols, approves messages, and ensures consistency across all channels.

Teachers and Staff: Deliver instructional updates, monitor student engagement, and respond to questions or concerns.

Support Staff: Assist families in accessing technology, instructional materials, or other resources.

Accessibility and Equity

Communications are provided in multiple languages reflecting the school community.

Accommodations are made for families or students with limited internet access or other barriers to receiving information.

Technological Readiness

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

Key Components

Independent Study Preparedness

Written independent study agreements are prepared and accessible in advance, allowing rapid implementation if in-person instruction is disrupted.

Agreements outline expectations, schedules, instructional modalities, and methods for monitoring progress.

Access to Assignments and Resources

All instructional materials and assignments are available through the Learning Management System (LMS) or school portal.

Students can access digital textbooks, multimedia resources, and curriculum-aligned lessons online.

Device Assignment and Support

Students without personal devices are provided school-issued laptops or tablets.

Staff and families receive technical support for device setup, troubleshooting, and digital platform navigation.

Internet Access

Families lacking reliable internet are provided support such as mobile hotspots or information on community access points.

Teachers and staff ensure materials are accessible offline when possible to accommodate connectivity limitations.

Online Instructional Platforms

Teachers use platforms such as Google Classroom, Microsoft Teams, or equivalent LMS for delivering lessons, collecting assignments, and tracking student progress.

Platforms include tools for synchronous and asynchronous instruction, interactive discussions, and progress monitoring.

Educator Readiness

Staff are trained on digital platforms, online pedagogical strategies, and independent study protocols.

Annual refreshers and ongoing technical support ensure educators are prepared to pivot to remote instruction quickly.

Equity Considerations

All students, including those with disabilities, language barriers, or limited technological access, are provided equitable resources and support.

Materials are offered in accessible formats, and accommodations are provided in alignment with IEPs or 504 plans.

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.

Instructional Prioritization

Focus on essential learning standards to ensure students master foundational concepts.

Learning objectives are standards-aligned, clearly communicated, and measurable.

Instruction is delivered through a combination of in-person, remote, or hybrid modalities depending on the situation.

Monitoring Student Progress

Teachers use a variety of methods to assess understanding, including:

Formative assessments such as quizzes, polls, or exit tickets

Summative assessments aligned with learning objectives

Teacher observation and participation tracking in both in-person and online environments

Student progress is tracked in the LMS or gradebook system, allowing for timely interventions.

Additional Support Strategies

Tutoring: Small-group or one-on-one sessions provided in-person or virtually.

Check-ins: Regular teacher-student check-ins to review learning goals and address challenges.

Virtual Office Hours: Scheduled times for students to ask questions and receive individualized support.

Differentiated Instruction: Tailored learning activities to meet diverse student needs, including accommodations for IEPs or 504 plans.

Communication and Feedback

Families are regularly updated on student progress and provided guidance on supporting learning at home.

Teachers provide timely feedback to ensure students understand expectations and can improve performance.

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.

Access to Instructional Resources

Students with Disabilities

Provide accommodations and modifications as outlined in IEPs and 504 plans.

Ensure access to assistive technology, adapted materials, and specialized support staff during in-person or remote learning.

Students Experiencing Homelessness

Ensure immediate access to devices, internet connectivity, and instructional materials regardless of housing status.

Coordinate with community partners to provide transportation, meals, and safe study spaces when needed.

Foster Youth

Collaborate with social workers and guardians to maintain continuity of education during transitions.

Provide access to tutoring, counseling, and other academic or social-emotional supports.

English Learners (ELs)

Provide language support services, including bilingual instruction, translation of materials, and additional scaffolds for comprehension.

Use culturally responsive teaching strategies to engage EL students in both in-person and remote instruction.

Monitoring and Support

Track student participation and progress to identify barriers to access and intervene promptly.

Provide flexible learning options (in-person, remote, or hybrid) to accommodate diverse needs.

Ensure staff are trained in equity, cultural responsiveness, and inclusive practices.

Family and Community Engagement

Communicate resources, instructions, and supports in multiple languages and accessible formats.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Delivery of Specialized Instruction

IEP services, including resource support, speech-language therapy, occupational therapy, counseling, and other specialized instruction, continue in-person when possible or via virtual platforms as needed.

Educators and service providers coordinate schedules to ensure students receive required minutes of specialized instruction.

IEP Meetings and Documentation

IEP meetings are conducted via video conferencing or phone if in-person meetings are not possible.

Meeting notices, agendas, and documentation are provided to families in a timely manner in accessible formats.

Amendments or updates to IEPs are documented and maintained in accordance with federal and state regulations.

Monitoring and Accountability

Case managers and special education staff track student progress and compliance with IEP goals.

Teachers submit regular reports on student engagement and outcomes for review by case managers.

Any challenges in delivering services are addressed promptly in collaboration with families and district personnel.

Family Engagement and Communication

Families receive regular updates on services, accommodations, and supports being provided.

Staff provide guidance and resources to help families support learning at home.

Translation or interpretation services are available for families as needed.

Equity and Accessibility

Ensure all IEP-mandated supports are delivered regardless of learning modality (in-person, remote, or hybrid).

Provide accessible materials, adaptive technology, and alternative formats as required to meet individual student needs.

English Learners (EL)

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

Instructional Support

Standards-Aligned Instruction

EL students receive instruction that is aligned with grade-level standards and tailored to their language proficiency levels.

Lessons incorporate both content learning and English language development (ELD) strategies.

Small-Group and Targeted Support

Teachers provide small-group instruction, virtual breakout sessions, or one-on-one support to scaffold learning.

Differentiated assignments and scaffolds ensure access to curriculum for EL students at all proficiency levels.

Access to Materials

Instructional materials, resources, and digital platforms are provided in ways that accommodate EL students' language needs.

Translation and interpretation services are available for family communications.

Monitoring and Assessment

Progress monitoring tools and formative assessments track both content mastery and language development.

Teachers and EL specialists collaborate to adjust instruction based on student progress and emerging needs.

Data is used to inform intervention strategies and targeted support.

Family and Community Engagement

Families are provided information and resources in their primary language to support student learning at home.

Regular communication ensures families are informed about academic expectations, assignments, and available support services.

Community partnerships and programs may supplement EL support during remote or hybrid learning periods.

Equity and Accessibility

All EL students continue to have equitable access to instructional materials, digital platforms, and support services.

Instructional accommodations and scaffolds are provided to ensure participation and engagement regardless of language proficiency or access barriers.

Professional Learning

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

Remote Instruction Training

Teachers participate in training on effective online instructional strategies, digital platforms, and blended learning models.

Training includes synchronous and asynchronous teaching methods, engagement strategies, and classroom management in virtual environments.

Assessment and Progress Monitoring

Staff are trained to use digital tools for formative and summative assessments.

Teachers learn strategies to track student engagement, provide timely feedback, and adjust instruction remotely.

Equity and Accessibility

Professional development includes strategies for supporting English Learners, students with disabilities, and other vulnerable populations during remote learning.

Educators receive guidance on providing accessible materials, differentiating instruction, and ensuring equitable participation.

Independent Study Preparation

Staff are trained in independent study protocols, including documentation, assignment tracking, and maintaining instructional rigor equivalent to in-person learning.

Resources for Staff

Online tutorials and guides for learning management systems (e.g., Google Classroom, Microsoft Teams)

Access to webinars, workshops, and professional learning networks focused on remote instruction and digital pedagogy

District and state-provided training materials, including resources from the California Department of Education

Ongoing Support

Technology coaches and instructional leaders provide one-on-one or small-group support to staff as needed.

Staff share best practices, lesson plans, and assessment strategies through professional learning communities (PLCs).

Continuous feedback and evaluation help refine remote instruction practices and professional development offerings.

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.

Access to Professionals

Physical Health Services

School nurses and health aides are available to provide first aid, health screenings, and basic medical support during school hours.

Students have access to guidance on health practices, wellness, and safety procedures.

Mental Health and Counseling Services

Licensed counselors, psychologists, social workers, and other mental health professionals provide individual and group support.

Services address stress, trauma, anxiety, social-emotional learning, and other mental health needs.

Language and Cultural Access

Bilingual staff or interpreters are available to support students and families who speak languages other than English.

Written materials and resources are provided in multiple languages to ensure understanding and access to services.

Service Delivery Models

In-Person Support: Students may meet with professionals during school hours for scheduled sessions or drop-in services.

Remote or Hybrid Support: Telehealth, virtual counseling, and online resources are available during remote learning or emergencies.

Community Partnerships: Collaboration with local clinics, mental health agencies, and nonprofit organizations supplements school-based services.

Monitoring and Follow-Up

Staff track student engagement with well-being services and follow up on ongoing needs.

Case management ensures students receive consistent support and that interventions are coordinated across academic and social-emotional domains.

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

Backup Power

The school maintains generators or battery backup systems to support essential operations, including:

Emergency lighting

Communication systems (phones, intercoms, radios)

Critical medical equipment (e.g., ventilators or oxygen supplies for students with special needs)

Staff are trained to operate backup systems safely and efficiently.

Access to Safe Water

The school maintains an emergency supply of potable water for students, staff, and visitors.

Water storage is sufficient to support at least 72 hours of emergency needs.

Water distribution plans ensure access in classrooms, offices, and common areas.

Access to Medicines

The school health office maintains emergency access to prescription medications for students with medical needs, including:

EpiPens for severe allergies

Asthma inhalers

Other required medications identified in student health plans

Procedures include secure storage, documentation, and trained staff available to administer medications during emergencies.

Parents/guardians are contacted immediately for updated instructions or additional supplies as needed.

Coordination and Monitoring

Regular inventory checks of backup power equipment, water supplies, and medications ensure readiness.

Staff training includes emergency protocols for distributing water and medicines safely.

Collaboration with local emergency services ensures replenishment and support during extended emergencies.

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

Special Education Services

Continue all IEP-mandated services through in-person, hybrid, or remote instruction.

Use virtual platforms for individualized instruction, therapy sessions, and check-ins with students and families.

Case managers monitor student progress and ensure compliance with state and federal regulations.

Counseling and Mental Health Support

Maintain access to school counselors, psychologists, and social workers for individual or group support.

Provide virtual counseling sessions and check-ins for students during remote learning.

Collaborate with community partners to extend mental health services as needed.

After-School Programs

Adapt enrichment, tutoring, and extracurricular programs to online or hybrid formats when in-person gatherings are not feasible.

Provide resources and guidance for virtual participation, including access to technology and online materials.

Food Services

Ensure students have access to school meals through:

On-campus meal service when possible

Grab-and-go or pickup options during hybrid or remote learning

Delivery or coordination with community programs for families in need

Kitchens remain operational to meet student nutrition requirements, and staff are trained to adapt service safely under emergency conditions.

Communication and Family Support

Families are informed promptly about available services, schedules, and any changes in delivery format.

Multilingual communication ensures all families understand resources and can access services equitably.

Monitoring and Evaluation

Staff track student participation in support services and intervene when gaps or barriers arise.

Feedback from students and families informs ongoing adjustments to service delivery.

Site-Based Collaboration

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

Roles and Responsibilities

Administrators

Lead planning and coordination of ICP development and implementation.

Facilitate communication among staff, students, and families.

Ensure compliance with district policies, state regulations, and safety protocols.

Faculty

Provide input on instructional strategies, assessment practices, and curriculum adaptations for remote or hybrid learning.

Participate in professional learning opportunities to implement the ICP effectively.

Collaborate with colleagues to share resources, best practices, and problem-solving strategies.

Information Technology (IT) Staff

Support digital platforms, devices, and internet access for staff and students.

Troubleshoot technical issues and provide training for staff and families on using remote learning tools.

Monitor technology readiness and recommend improvements to support continuity of instruction.

Students

Provide feedback on the effectiveness and accessibility of instructional methods, platforms, and resources.

Participate in ICP-related initiatives such as digital citizenship, learning check-ins, and peer collaboration.

Parents and Families

Offer input regarding access, equity, and family support needs.

Partner with the school to ensure students can engage with instructional resources at home.

Participate in regular communication and feedback opportunities regarding ICP implementation.

Collaboration Processes

Regular Meetings: Scheduled meetings for administrators, faculty, IT staff, and parent representatives to review and adjust ICP strategies.

Feedback Loops: Surveys, focus groups, and virtual forums for students and families to provide feedback on instructional effectiveness and access.

Documentation and Communication: Updates on ICP development, decisions, and changes are shared via school website, email, and parent portals.

Professional Learning Communities (PLCs): Faculty and staff collaborate in PLCs to discuss instructional challenges, share resources, and implement best practices.

Return to Site-Based Learning

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

Backup Power

The school maintains generators or battery backup systems to support essential operations, including:

Emergency lighting

Communication systems (phones, intercoms, radios)

Critical medical equipment (e.g., ventilators or oxygen supplies for students with special needs)

Staff are trained to operate backup systems safely and efficiently.

Access to Safe Water

The school maintains an emergency supply of potable water for students, staff, and visitors.

Water storage is sufficient to support at least 72 hours of emergency needs.

Water distribution plans ensure access in classrooms, offices, and common areas.

Access to Medicines

The school health office maintains emergency access to prescription medications for students with medical needs, including:

EpiPens for severe allergies

Asthma inhalers

Other required medications identified in student health plans

Procedures include secure storage, documentation, and trained staff available to administer medications during emergencies.

Parents/guardians are contacted immediately for updated instructions or additional supplies as needed.

Coordination and Monitoring

Regular inventory checks of backup power equipment, water supplies, and medications ensure readiness.

Staff training includes emergency protocols for distributing water and medicines safely.

Collaboration with local emergency services ensures replenishment and support during extended emergencies.

Integration with Comprehensive School Safety Plan (CSSP)

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

This Instructional Continuity Plan (ICP) will be included as an integral component of Foothill Elementary 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:

Annually

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.

Principal, Teacher-in-charge, Assistant Superintendent, or Superintendent to confirm.

Required Notification Recipients

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

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

Campus staff notified immediately via public address system. Staff, parents/guardians notified via ParentSquare text/email/voice. School Resource Office notified.

Notification Timing

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

As soon as confirmed information is received regarding Immigration Enforcement on site, school and district staff will send out the notifications to staff, parent/guardians, SRO.

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.

Yes

Privacy Constraint

The notification shall not include any personally identifiable information.

No personally identifiable information will be shared.

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.

We use ParentSquare for secure two-way communication with families, including mass notifications and direct messaging, and we also communicate via email using parent/guardian contact information. Email addresses and phone numbers are collected and maintained through our Student Information System (SIS) during annual registration and are updated throughout the year as guardian information changes.

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).

Resources and board policy related to response to immigration enforcement are posted on the district website and the GAMUT online board policy portal.

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.

Review annually during CSSP cycle if there are changes to the immigration enforcement notification.

Public Availability

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

Online and/or in the main school 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

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

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

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

- 1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
- 2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
- 3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

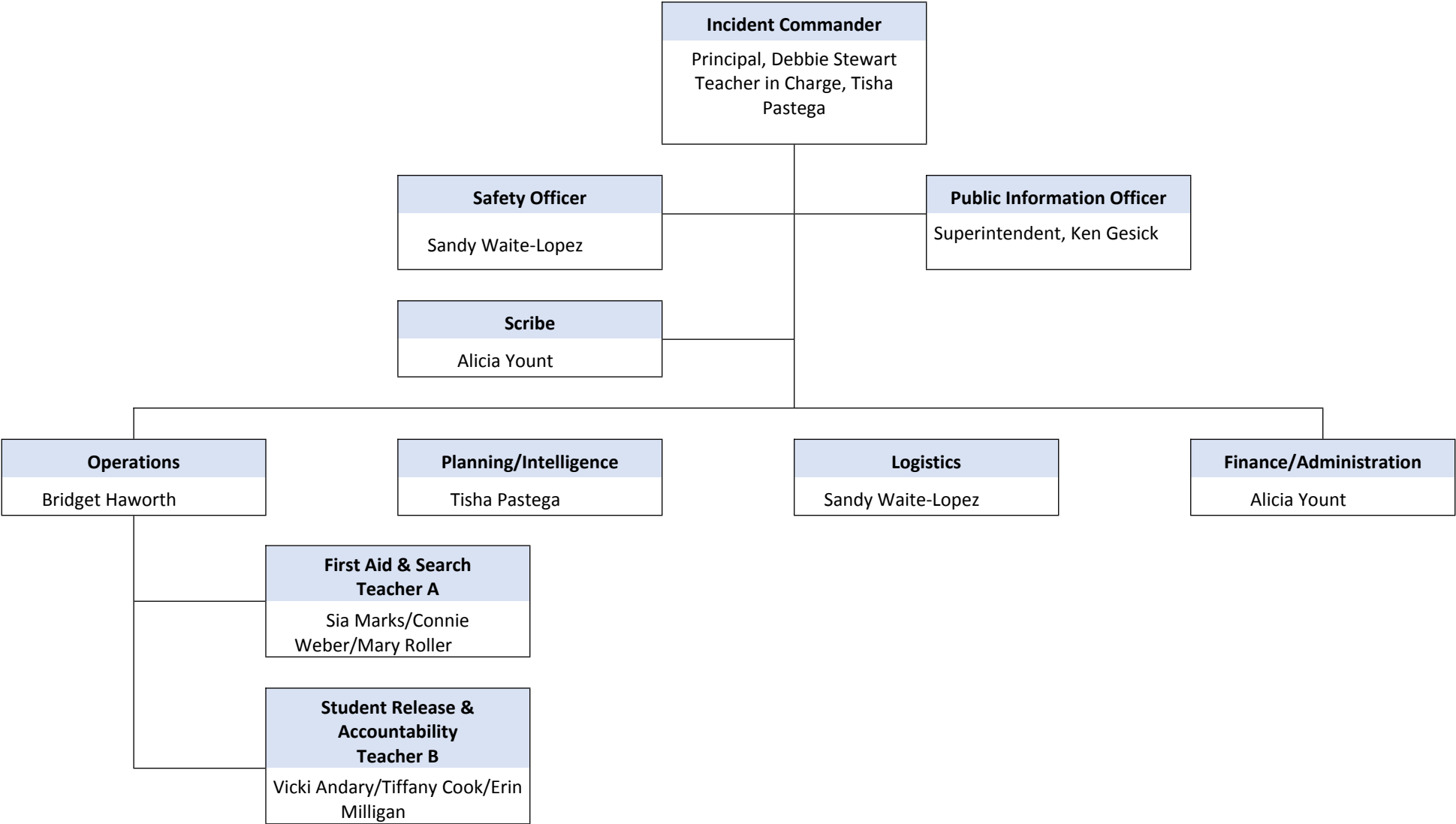
The Comprehensive Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School's Advisory Council as well as to the district's Board of Trustees.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Fire/Paramedic Emergency	911	
Law Enforcement/Fire/Paramedic	Non-Emergency Sheriff's Department	(408) 299-2311	
Public Utilities	Electricity	(800) 743-5000	(Pacific Gas and Electric)
Public Utilities	Gas	(800) 743-5000	(Pacific Gas and Electric)
Public Utilities	Water	(408) 279-7900	(San Jose Water)
Public Utilities	Technology	(408) 867-3424	
School District	Superintendent	(408) 867-3424	
School District	Assistant Superintendent of Ed. Services	(408) 867-3424	
School District	Director of Maintenance	(408) 867-3042	
American National Red Cross	Principal, Argonaut Elementary	(408) 867-4773	
School District	Principal, Foothill Elementary	(408) 867-4036	
School District	Principal, Saratoga Elementary	(408) 867-3476	
School District	Principal, Redwood Middle School	(408) 867-3476	

Foothill Elementary School Incident Command System



Emergency Response Guidelines

Step One: Identify the Type of Emergency

Identification of the emergency by the Incident Commander (Principal or Administrative Designee/Teacher in Charge).

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, there is a three-tiered rating below:

Level 1 Emergency: A minor emergency that is handled by school personnel without the 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 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.

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

Step Four: Communicate the Appropriate Response Action

The Incident Commander (Principal or Administrative Designee/Teacher in Charge) will provide direction either in person or by other means as necessary such as public address system, email, phone, text, and/or use of 'all-call system'. Teachers to follow guidelines from Safety Plan and Incident Command System.

Biological or Chemical Release

A hazardous material spill may include one or more of the following:

- Natural gas leak,
- Science lab spill,
- Chemical release from a nearby facility,
- A collision or accident involving a tank truck or railroad car, or
- An unknown powder or substance received in a letter or package.

1. **Warning:** Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.

a. First priority is students and staff safety, then the environment, and then property.

2. Actions:

- a. Notify office immediately.
- b. Office will notify fire/law enforcement agency and district office.
- c. Determine the need to implement Action “Leave Building” (fire alarm).
- d. Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
- e. Isolate, identify and get names of students and staff that could have been exposed or contaminated.
- f. Account for all students and staff.
- g. Principal will direct other action as required.
- h. Remain in designated area until contacted.

Bomb Threat/ Threat Of violence

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The person answering the threat call should ask the questions listed on the “Bomb Threat Checklist”. In coordination with law enforcement, the administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuation.

Cardiac Arrest

In the event of a suspected cardiac arrest, school personnel will take immediate action to ensure the safety and well being of the affected individual. Staff are trained to recognize the signs of cardiac arrest, which may include sudden collapse, loss of consciousness, absence of breathing, or no detectable pulse.

Call for Help

Staff will immediately notify the school office or call 911. The incident should be clearly described, including the location of the individual and the nature of the emergency.

Initiate CPR

Trained staff will begin cardiopulmonary resuscitation (CPR) immediately. CPR should be performed according to current American Heart Association guidelines until emergency medical personnel arrive or the individual shows signs of recovery.

Use of Automated External Defibrillator (AED)

If an AED is available, it will be retrieved and applied as soon as possible. Staff trained in AED use will follow device prompts while continuing CPR as instructed.

Emergency Response Coordination

The Incident Commander or administrative designee will coordinate the emergency response, ensuring that emergency medical services have clear access to the individual and that other students and staff are kept safe.

Post-Emergency Procedures

After the emergency, the Incident Commander will ensure that appropriate incident documentation is completed and that support services are made available to students and staff as needed. AEDs and other emergency equipment will be inspected and restocked as required.

The school conducts regular training and drills to ensure that all staff are prepared to respond effectively to cardiac emergencies, reinforcing the importance of rapid intervention and proper use of CPR and AEDs.

Earthquake

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse

1. Warning: Earthquakes usually strike without warning.

The following actions, as time permits, will be accomplished:

Inside school building:

- a. The teacher, or staff member in authority, will implement Action "Drop Procedure".
- b. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
- c. Implement Action "Leave Building" when, in the judgment of the staff member, the earthquake is over and tremors have subsided. Implement Action "Leave Building" (fire alarm). Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
- d. Maintain control of students. Do not run!
- e. Avoid touching electrical wires and metal objects such as chain link fences.
- f. Render first aid if necessary.
- g. Take roll and issue student name tags.
- h. If possible, school office will immediately notify appropriate agencies/offices as per fire drill.
- i. Do not return to building for any reason until they have been declared safe by authorized official(s).
- j. Keep doors open.

2. The principal will determine the advisability or necessity of Action "Student Release". Prior approval must be obtained by the superintendent.

In school grounds:

- a. The staff member in authority implements Action "Drop – Take Cover".
- b. The safest place is in the open. Stay there until the earthquake is over.
- c. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas.
- d. Do not run!
- e. Follow procedures c) through i) under "Inside school building".

Drop, Cover and Hold Procedures

Types of Crisis: Earthquake, Windstorm, Tornado, or Explosion

1. Teacher signals "Drop, Cover and Hold". Help students with disabilities.
2. Call 911 (use landline phone, as cell phone contacts California Highway Patrol).
3. Signal "Evacuation" fire bell, if necessary. Office staff takes emergency cards to evacuation site.
4. Principal notifies (or assigns designee to notify) assistant principals, campus supervisors, support staff, on-campus childcare, and initiate district phone tree by calling the switchboard (408) 867-3424 x0.
5. Principal activates SEMS Plan (Standardized Emergency Management System), as needed.

If students are in classrooms:

- a. Drop under a desk, cover head w/arms and hold leg of furniture. Turn face away from windows.
- b. Take roll and alert command center of any student not accounted for (telephone, walkie-talkie, runner or e-mail).

If students are not in classrooms:

- a. Move away from buildings, equipment, utility poles, signs, trees, etc.
 - b. Reunite with students in evacuation area.
6. Take roll and alert command center of any student not accounted for (telephone, walkie-talkie, runner or e-mail).
 7. Follow the direction of law enforcement and/or other competent authority upon their arrival. Have extra school maps available for law enforcement.
 8. All Clear will be signaled by Principal. Only law enforcement can authorize an all clear. It may be hours later.
 9. Principal debriefs staff, parents/community (Automated phone message, etc), and students.
 10. "Student Release Procedures" (only send students home before end of day if directed by Superintendent);
 - a. Use signs to designate "Request Student Pick-Up Area (or Gate)" and "Release Students Area (or Gate)".
 - b. Use signs to direct parents how to line up (e.g. alpha, grade levels, or room numbers).

- c. Release younger students first.
- d. Use "Student Emergency Release" form to document each student release and use "Emergency Cards" or Student Information System "Contacts" print-out to verify authorized adults who can pick up student. (RETAIN RECORDS)
- e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL / SITE ADMINISTRATOR:

1. Determine whether site evacuation should be implemented.
2. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
3. Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
4. Secure area to prevent unauthorized access until the Fire Department arrives.
5. Advise the District Superintendent of school status.
6. Notify emergency response personnel of any missing students.
7. Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
8. Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
9. Determine if Student Release should be implemented. If so, notify staff, students and parents.
10. If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

1. Initiate DROP, COVER AND HOLD ON.
2. If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
3. Check to be sure all students have left the school site. Remain with students throughout evacuation process.
4. Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
5. Render first aid as necessary.
6. Do not return to the building until the emergency response personnel determine it is safe to do so.
7. If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Extreme Weather

Foothill is dedicated to maintaining a safe and supportive environment for students, staff, and visitors during extreme weather events. These events may include heat waves, severe storms, flooding, high winds, extreme cold, poor air quality, and other hazardous environmental conditions. Foothill proactively monitors weather conditions and guidance from local, state, and national weather agencies to inform timely and appropriate safety decisions.

In preparation for and response to extreme weather, Foothill may implement measures such as modifying or canceling outdoor activities, adjusting daily schedules, providing access to cooling or warming spaces, improving ventilation, and ensuring students have access to drinking water. When conditions warrant, Foothill may enact shelter-in-place procedures, delayed start, early dismissal, or temporary closure in coordination with district leadership and emergency authorities. Families and staff will receive clear and timely communication regarding any changes to school operations.

Foothill regularly reviews and updates extreme weather procedures and provides staff training and student instruction that are

developmentally appropriate. These practices support student safety, continuity of learning, and a calm, organized response during extreme weather conditions.

Fire in Surrounding Area

- a. Determine the need to implement Action "Leave Building",
- b. Determine the need to implement Action "Directed Transportation",
- c. Maintain control of students at the designated area,
- d. Maintain a safe distance from the fire and the firefighting equipment,
- e. Account for all students,
- f. Stay with students, keeping them together,
- g. Wait for an all clear announcement.

Fire on School Grounds

Fires can occur at school sites due to the following:

- Sources of ignition near flammable and combustible materials
- Overloaded electrical circuits
- Wildfires spreading onto school sites from neighboring areas
- Lightning

1. Warning: fire alarm

2. Action:

Fire at School:

- a. Sound the fire alarm. This will automatically implement Action "Leave Building",
- b. Maintain control of students at the designated area,
- c. Maintain a safe distance from the fire and the firefighting equipment,
- d. Account for all students,
- e. Stay with students, keeping them together.
- f. Wait for an all clear announcement.
- g. Close classroom door after evacuating classroom.

Flooding

Flooding on a school site may be caused by heavy rain, failure of a dam, or for coastal sites, a tsunami.

1. Warning:

a. Method: direct communication with principal or designee.

b. How Received: by telephone or notification from civil agency or district administrator.

2. The extent of the flood or tsunami and the estimated time before it arrives will dictate the course of action to be taken. The principal may initiate the following emergency actions:

- a. Execute Action "Leave Building" (fire alarm), or
- b. Execute Action "Student Release", or
- c. Execute Action "Directed Transportation", or
- d. Provide care for students at school.

Snowstorm/Blizzard

Snowstorms can be hazardous when substantial snowfall occurs in a short period of time and/or where ground temperatures are low enough to create icy conditions. Snowstorms are also hazardous when combined with strong winds and other conditions creating a blizzard.

1. Warning: Telephone call from district office or civil agency such as fire or sheriff's department
2. If snowstorm/blizzard develops during school hours, the following emergency actions will be accomplished:
 - a. Students and staff should be assembled inside buildings.
 - b. Implement Action "Hold and Secure"
 - c. Evacuate classrooms bearing full force of wind.
 - d. Keep tuned to one of the suggested radio stations for latest advisory information. (see "Radio Stations")
 - e. Take roll.
 - f. If necessary/possible, school office will contact the fire department, district office and/or district maintenance/operations office.
 - g. Action "Student Release" will be activated upon notification from

Windstorm

Windstorms can be hazardous when wind speeds cause damage to property or when wind combined with cold weather causes wind chill.

1. Warning: Telephone call from district office or civil agency such as fire or sheriff's department
2. If high winds develop during school hours, the following emergency actions will be accomplished:
 - a. Students and staff should be assembled inside buildings.
 - b. Implement Action "Drop Procedures" (take cover signal).
 - c. Close windows and blinds.
 - d. Remain near an inside wall if possible.
 - e. Evacuate classrooms bearing full force of wind.
 - f. Keep tuned to one of the suggested radio stations for latest advisory information. (see "Radio Stations")
 - g. Take roll.
 - h. School office will notify utility companies of an actual or suspected break in the utility service.
 - i. If necessary/possible, school office will contact the fire department, district office and/or district maintenance/operations office.

Pandemic

SUSD is committed to protecting the health and safety of students, staff, and families during a pandemic or widespread public health emergency. In coordination with state and local public health authorities, Foothill will implement evidence-based prevention, mitigation, and response measures to reduce the spread of illness while maintaining continuity of learning and essential services.

Preventive actions may include enhanced cleaning and ventilation, health screening protocols, promotion of hand hygiene and respiratory etiquette, and guidance on staying home when ill. Foothill will follow current public health recommendations regarding face coverings, physical distancing, testing, isolation, and quarantine, as applicable. Clear communication will be provided to staff and families regarding health expectations, operational changes, and available supports.

In the event of increased transmission or public health directives, the school will implement appropriate instructional adjustments, including modified schedules, cohorting, or temporary remote learning, as needed. Mental health and wellness supports will be made available to address the social and emotional impacts of a pandemic. Foothill will regularly review and update pandemic response procedures to ensure alignment with evolving public health guidance and to promote a safe, supportive learning environment for all.

Psychological Trauma

Providing Psychological First Aid: Principals and Administrators:

During and following an emergency, you will be responsible for the health and safety of your students and staff. They will look to you for guidance on how best to proceed. You may need to coordinate assistance from city, state, county, and/or federal agencies. You may be overwhelmed by the need to make myriad immediate decisions, predict unknown variables, and be accountable to the district and the community at large. Below are suggestions for how to implement PFA-S.

Core Action 1: Contact and Engagement

Provide Leadership: To be most effective, be visible to the school community, delegate extensively, and provide steady, reassuring,

and accessible leadership. Call on your school's district and community partners for their help and resources. Avoid closing off the school to agencies that can help in recovery. When you delegate specific and appropriate roles to your staff, they will feel more empowered and better able to stabilize students, parents, and others.

Reach out to Those Affected: Make contact with groups most affected by the incident, including family members of deceased students/staff, injured and hospitalized individuals, and staff members who have been directly affected. If you are unable to make contact, assign an administrative designee. In addition, assign a staff member to act as the Liaison Officer with community services (e.g., police, fire, mental health) and other response organizations.

Consider Consultation: If your safety plan does not apply to the incident at hand, contact the school district's emergency office, other local and state resources, or other administrators familiar with similar events to help you with the series of decisions you will have to make. You might also contact disaster mental health experts who have developed school-based recovery programs. Your state education agency, the US Department of Education, or local professional organizations can help identify such experts.

Core Action 2: Safety and Comfort

Provide Regular Updates: Communicate regularly about the situation and services offered at the school or in the community. Set up mechanisms, such as staff meetings, to get updates from teachers and other staff members about ongoing safety concerns.

Address Identified Safety Concerns: Use a multidisciplinary team (including police, legal advisor, and school counselor) to assess and address the safety concerns of students, staff, and/or families. Consider developing a Threat Assessment Team, if your school does not already have one, so that students, staff, and parents have a reporting system through which they can anonymously share critical, sensitive information or report rumors.

Limit Media Access: Work with the district or your Public Information Officer on which messages will be released about the event, when, and how. Maintain a good working relationship with local media and provide regular updates in a pre-designated location during and after the emergency. Enforce policies to limit the amount of media exposure on school grounds. Monitor media stories to see how they may influence the safety concerns of the school community.

Help Manage Grief: Give special attention to those affected directly by the incident. Form a group of representative administrators, teachers, student leaders, community leaders, and parents to decide about memorial events, displays, or other ways to honor those who died, when temporary displays should be removed, and what information to include in the yearbook or how to honor the deceased at graduations.

Core Action 3: Stabilization

Stabilize the School Environment: You can be a calming influence in the days and weeks after an incident. Stay visible. Try to greet students and staff as they enter school, visit classrooms, attend student gatherings or activities and/or community meetings.

Identify Possible Reminders: Meet with staff as soon as possible to discuss possible reminders of the incident within the school setting. Sounds, sights, or specific areas of the school may cause significant distress to others. Take steps, to the extent possible, to eliminate potential reminders. Remember: what serves as a memorial for some may serve as a trauma/loss reminder for others.

Identify Students at Risk: Make sure there are mechanisms in place to monitor those who need additional mental health support and other services. Encourage trainings be offered to all staff highlighting the common courses of recovery, signs of risk, and how to promote recovery.

Core Action 4: Information Gathering

Become Fully Informed about the Incident: Take the time to understand fully what happened. When "mapping" the event, identify which groups may have been more affected than others. Obtain information from interviews, attendance records, nursing and/or teacher reports, police reports, and crisis team debriefing meetings. In a multi-agency response to an emergency, make sure a member of your administration is part of the Incident Command System.

Actively Reach out to Students: Work actively with your staff to identify how students are coping. Establish clear lines of communication and referral between staff and school counselors. You may want to encourage your health-related staff to conduct brief screenings to proactively identify students who are in need of additional support.

Core Action 5: Practical Assistance

Coordinate Donations and Volunteers: Other schools and community agencies may offer their assistance, and donations may arrive from various sources. Assign a staff member to monitor and coordinate these efforts; otherwise, you may be overwhelmed trying to manage such donations.

Core Action 6: Connection with Social Supports

Integrate New Students: Students who have been through an emergency may transfer to your school temporarily or permanently. Encourage staff to integrate these students into the school culture and orient them to the school procedures as quickly as possible. Avoid singling out these students in a way that alienates them from the rest of the student body.

Establish Peer-to-Peer Programs: Help students reach out to each other. Peer-to-peer programs facilitate a sense of belonging among students and help connect incoming students to peers.

Maintain School Community Connections: If your school is unable to reopen immediately, establish ways students can get in contact with each other (e.g., website, social media, an event).

Core Action 7: Information on Coping

Provide Psychoeducation and Information: Hold staff and parent meetings as soon as possible. Clarify what happened, describe available resources, and explain next steps. Be prepared for intense conversations and questions that you do not have answers to yet. Have a team, that includes police (when relevant) and mental health professionals, with you to address these questions.

Promote Your School as an Environment for Recovery: Stress that there are different courses of recovery and that you are doing your best to put in place policies and procedures that will support recovery and promote learning and academic functioning. Let individuals know if the school will continue to provide services for those having difficulties in the future or will provide additional support (staff, respite, resources) for staff dealing with their own recovery.

Maintain School/Academic Routines: Students do better when they can return to their regular routine. Reopen school as quickly as possible, help reestablish school routines, and make modifications as needed. For example, advise teachers if they should consider adjusting their teaching plan and to be prepared to postpone some events if safety concerns remain.

Core Action 8: Link with Collaborative Services

Activate Mutual Aid Agreements: Contact agencies with whom your school has pre-existing mutual aid agreements and identify others needed to assist in your school's recovery.

Seek and Apply for Funding: Financial resources may be available to provide services to those affected by the crisis (e.g., Victims of Crime, American Red Cross) or to your school (e.g., Dept. of Ed Project SERV grants; SAMHSA SERG grants). Research the agency's sites regarding eligibility requirements and assign staff to work on the applications.

In the days and weeks following an emergency, the school becomes a recovery milieu. Due to your leadership role, you will be under extraordinary stress at this time. Secondary traumatic stress is common for those in these positions. As you create an environment to promote recovery in those around you, be sure to practice self-care. In doing so, you will model self-care for your staff and students, and you will be able to meet your responsibilities most effectively.

Providing Psychological First Aid: Teachers

During an emergency, your primary responsibility is the safety and welfare of you and your students. When classes resume, you may feel the need to return to academics quickly. However, to best promote long-term recovery and to help students return to their pre-crisis ability to concentrate and function academically, be sure to talk to them about the recovery process and address any safety concerns. You may want to modify the classroom curriculum temporarily, take extra time to cover certain material, or postpone possibly distressing subject matter. Below are suggestions on how to implement PFA-S.

Core Action 1: Contact and Engagement

Take the Initiative: Students may withdraw or have other difficulties recovering from the crisis and fail to seek help. Actively reach out to students, especially those you have a good relationship with. If they aren't willing to talk with you, seek out another staff member who may be able to help. Speak in private if you can and be discreet.

Seek Consultation: It is impossible to prepare for every scenario that may occur or every concern students may have. Consult the school's mental health professional or have him/her visit your class to give information and answer students' questions.

Core Action 2: Safety and Comfort

Reassure Students: In the days and weeks after the incident, students may continue to show signs of emotional distress or concern. Reassure them that they can come to you with such concerns and/or inform them of the procedures in place to get help.

Report Safety Concerns: Be alert to safety concerns about subsequent incidents or rumors, and report any such rumors or threats immediately to the school's Safety Officer or administration.

Help Manage Grief: If a student is struggling with the death of a friend or loved one, provide appropriate emotional support. After identifying the needs of the student, notify the school's mental health professional of the situation and modify academic assignments as needed.

Provide Information about the Event: Consider these guidelines when talking with students:

- *Be truthful and share information in a developmentally appropriate way.
- *Discourage discussion about details of any death or disturbing aspects of the event.
- *Provide a timeline of upcoming school activities (clearing of debris, removal of memorial displays, rebuilding efforts).
- *Work with the students in planning memorial tributes or displays. Inform them about any applicable school procedures or restrictions.
- *Encourage students to participate in prosocial service activities (volunteer days, fund raising events). Help students assemble cards, letters, and memory books for the families of the victims, but ensure that the content of such materials is appropriate.

Core Action 3: Stabilization

Stabilize the School Environment: Calmly convey to your students that the staff and administration are continuing to monitor the situation and will attempt to address any concerns they might have. Students are often anxious when facing trauma-related chaos, changes, and transitions. Providing them with a calm, supportive environment with clear rules and expectations will help them regain a sense of security and normalcy.

Identify Possible Reminders: Take steps, to the extent possible, to eliminate potential reminders in your classroom that may cause distress (e.g., substitute potentially distressing lesson plans, remove hanging pictures of the crisis on the walls). If a student does become reactive, calmly provide emotional support or refer him/her to the school's health/mental health professional.

Core Action 4: Information Gathering

Know Common Signs of Distress: Watch and listen for any students who show signs of distress or changes in behavior and refer them to the appropriate professionals. Signs of distress vary by age and developmental level and can include:

- Poor control of emotions
- Anger and moodiness
- Frustration and anxiety
- Social withdrawal
- Change in academic performance or in attendance
- Trouble with concentration, memory, cognition, and organization
- Physical symptoms like headaches and stomachs
- Risk-taking, unpredictable, and/or impulsive behavior
- Intense reactions to reminders of the event

Identify Students Needing Services: If you see changes in a student, ask directly how he/she is doing. Many students will not tell someone they are having difficulty until they are directly asked. Also ask the student if he/she knows of any classmates who may need help. They are often aware of changes in their peers.

Core Action 5: Practical Assistance

Identify Students with Resource Needs: Help to identify students' needs, such as school supplies, tutoring, or uniforms. If a student has transferred from another school system, find out if they have an IEP, whether there are accommodations to meet personalized plans, or other academic needs.

Help Families: You may be able to help students' families with their needs and concerns by directing them to appropriate support staff and resources. Reassure them of the steps the school is taking to promote recovery. Use a part of staff meetings to discuss some of these needs and concerns so that administration can problem-solve ways how to address them (e.g., identify additional community resources, use of donation funds).

Core Action 6: Connection with Social Supports

Integrate New Students: Students from other schools may transfer to your school temporarily or permanently. Attempt to integrate new students into your class as soon as possible. Introduce them to other students with similar interests (sports, arts, clubs) or from similar neighborhoods. Avoid singling out these students in a way that could alienate them from the rest of the student body. Be aware that they will be missing their old friends and strategize ways to reconnect them if possible.

Increase In-Class Interaction: You will want to encourage interaction among students to facilitate social support. Increase the number of group activities and collaborative assignments. Encourage reconnection with family, friends, and members of their faith communities. Provide information about upcoming community events and give details about these events with added precautions. Thus, give details about events and add precautions if you are concerned that some students may not be ready for some events (e.g., memorials).

Core Action 7: Information on Coping

Address Concerns: Schedule time with students to listen to their concerns about the incident. Correct misconceptions they may have about recovery. Schedule this discussion early in the day and when there is enough time to address all concerns.

Maintain Structure: Help students' recovery by keeping to the regular classroom structure as best you can. Students benefit from predictability and consistency. When children need to change teachers and/or classrooms, make the new setting as similar as possible to the previous one. If this is not possible, discuss the losses and changes as a group.

Provide Support: Students may exhibit more defiant, hyperactive, and/or distractive behaviors in your classroom. Remain calm and provide clear instructions of the behavior you expect. Praise students for appropriate, on-task behavior and for using effective coping skills. To assist students to be more organized, breakdown assignments into manageable parts and encourage them to write them in their planners.

Core Action 8: Link with Collaborative Services

Provide Information on Available Services: All families, students, and staff need to know the location of school and community services and the steps required to access these services. If you are unsure of the appropriate and available resources, refer the individual in need to support staff who have that information. Have psychoeducational and informational materials available for parents in order to address their questions.

Follow-up on Recommendations: Check in with students and parents to make sure that they are getting the services or resources you have recommended. If not, review the plan and adjust it accordingly.

In the days and weeks following an emergency, the school often becomes a recovery milieu. You play a vital role in the recovery of the students and the school community. You serve as the primary contact person for students throughout the course of the day by watching out for the welfare of students, identifying those who are struggling and getting them help, and providing updated and accurate information which you obtain through staff meetings and from the school administration. By utilizing the suggestions in this handout, you can help students recover and succeed academically, psychologically, and socially. These strategies can also help you and your family. Most importantly, don't forget to take care of yourself during these stressful times.

Providing Psychological First Aid: Support Staff

You are a valuable resource in times of crisis and an integral part of the school's recovery. Prior to any crisis, it is important that you know your school's emergency plan. Be familiar with the Incident Command Structure and procedures. Know where to ask questions or seek more information. School Resource Officers should coordinate plan with community responders to make sure that plans are familiar to all who may respond and are consistent. Below are ways that you can implement PFA-S.

Core Action 1: Contact & Engagement

Remain Calm: In your various duties, you will be around students, parents, and other adults who may be in distress or expressing strong emotions. By remaining calm, this can help others calm.

Take the Initiative: Initiating contact and conversation can help to identify students or adults who may need assistance. Conversation starters can be as simple as “Do you need anything?” or “Are you ok?” Offering practical assistance (food, water) can help to initiate contact.

Monitor Changes in Others: Be watchful of changes in behavior in students or staff (e.g., not as talkative, changes in attire, less social, appears more angry). Report your concerns to the appropriate person at the school, such as a health-related professional or administration.

Core Action 2: Safety & Comfort

Reassure Current Safety: Inform students that the adults are there to protect them and keep them safe. If the emergency is over, students, especially younger children, may need to be repeatedly told of their safety. Even when the emergency is still ongoing, children need to be assured that everything possible is being done to keep them safe.

Ensure Continued Safety: This may include assisting in the evacuation of a school or monitoring the interactions of others in a reunification area. When children are anxious, they often act out. If students are behaving in an unsafe manner, calmly convey the rules and what is expected of them. If the behavior continues, alert the school resource officer or administration.

Watch for High-Risk Student Behavior: After a crisis, students may increase substance use or participate in other high-risk behaviors (e.g., driving recklessly, initiating fights), endangering themselves or others. If you see this behavior or hear such concerns, report the matter to administration or school resource officer.

Core Action 3: Stabilization

Support Those Overwhelmed: Some students and staff may show signs of distress. Remain calm and see if the person calms after a few minutes. See if you can assist with any current needs or reassure current safety. If the individual has difficulty calming, seek out a health-related professional to provide further assistance.

Stabilize the School Environment: Calmly convey to the students that the staff and administration are continuing to monitor the situation and will address any concerns they might have. Students are often anxious when facing trauma-related chaos, changes, and transitions. Providing them with a calm, supportive environment with clear rules and expectations will help them regain a sense of security and normalcy.

Identify Possible Reminders: Take steps, to the extent possible, to eliminate potential reminders in the school that may cause distress to others (e.g., not using the same signal to call the custodian that was used in the emergency).

Core Action 4: Information Gathering

Identify Current Needs: Ask simple, respectful questions to determine how you may help. If the person needs assistance beyond what you can offer, connect them to a teacher, health-related professional, or whoever else is needed.

Know the Referral System: Make sure you are educated about how to refer students who need help. Learn about the warning signs and developmentally-specific signs that a student is at-risk.

PFA-S Core Action 5: Practical Assistance

Don't Underestimate the Importance of Practical Assistance: Assisting with practical needs is a protective factor that enhances recovery. You can play an important role in identifying the needs of students and staff and to identify barriers to obtaining resources. Link students and staff to those who are coordinating services at the school or an agency contact who can provide these services in the community.

Attend to Needs: Ensure that requests for supplies and delivery of items requested are coordinated and communicated throughout the staff. Work with other staff to help with such things as transportation, monitoring the reunification site, and so forth. While some of these activities may be beyond your typical job responsibilities, helping with practical needs is essential and may require you to expand your role.

Core Action 6: Connection with Social Supports

Help to Connect with Supports: Help students to connect with family members, teachers, aides, coaches, or those they find as a comfort. Also help students to gather together and encourage them to support each other. You can make recommendations specific to extramural student group activities that may provide a venue for social support.

Keep Watch for Withdrawn Students: Observe students who may be isolating or limiting their social interactions with others. Check in with students and ask if they are okay. For new students, introduce yourself and welcome them.

Core Action 7: Information on Coping

Provide a Recovery Milieu: After a crisis, all at the school should create an environment that enhances recovery. Encourage those that need help to seek support or other assistance during the school day as needed.

No One Way to Recover: You could often get questions from others about the natural course of recovery. Emphasize that there is not one way to recover and that different people will recover at different points in time.

Most importantly, emphasize that everyone should respect individual differences.

Core Action 8: Link with Collaborative Services

Provide Information on Available Services: In coordination with school policy, pass out handouts or know the official websites that will list available services at the school and in the community and the steps required to access them.

Facilitate Access to Services: To ensure that students and staff get connected to relevant services, help make the calls, double-check that the agency is accepting referrals, and address any concerns students or staff might have about the services.

In the days and weeks following an emergency, the school often becomes a recovery milieu. Everyone plays an important role in the recovery of the students and the school community. By utilizing the suggestions in this handout, you can help students recover and succeed academically, psychologically, and socially. These strategies can also help you and your family. Most importantly, don't forget to take care of yourself during these stressful times.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", District Office, and the Santa Clara County Health Department.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator and the Superintendent will confer with the Santa Clara County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

In the event of a criminal incident, Foothill will prioritize the safety of students, staff, and visitors through immediate coordination with local law enforcement and emergency services in Santa Clara County. Foothill will follow established emergency procedures and comply with directions from first responders.

Response actions may include lockdown, shelter-in-place, evacuation, or other protective measures as directed by authorities. Staff are trained to maintain a calm, orderly environment and support student safety until the incident is resolved. Following an incident, Foothill will implement reunification procedures, provide access to counseling supports, and review response actions to strengthen future preparedness.