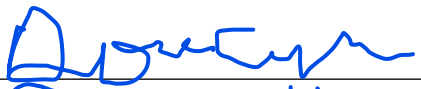
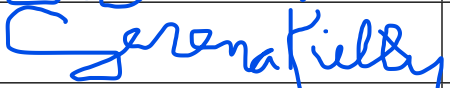
# Comprehensive School Safety Plan

## 2024-25
## School Year

| | |
|---|---|
| **School:** | William G. Paden Elementary School |
| **CDS Code:** | 01 61119 6090120 |
| **District:** | Alameda Unified School District |
| **Address:** | 444 Central Ave.<br>Alameda, CA 94501 |
| **Date of Adoption:** | 2/26/2024 |
| **Date of Update:** | 2/26/2024 |
| **Date of Review:** | |
| **- with Staff** | 2/28/2024 |
| **- with Law Enforcement** | |
| **- with Fire Authority** | |

**Approved by:**

| Name | Title | Signature | Date |
|---|---|---|---|
| Rose Coffield | School Site Council Chairperson |  | 2-28-2025 |
| Serena Kielty | School Site Council Chairperson |  | 2-28-2025 |
| Tri Nguyen | School Principal | | 2-28-2025 |

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## Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at 444 Central Ave.

## Safety Plan Vision

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and peaceful. The primary goal of the District is to help each student develop to the maximum of his/her capacity and function as a responsible member of a democratic society. When parents, students and staff are aware of our mutual responsibilities to keep our community safe, we can effectively promote positive student participation in all of our schools.

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

## Components of the Comprehensive School Safety Plan (EC 32281)

**William G. Paden Elementary School Safety Committee**
Site Safety Coordinator Tri Nguyen
Head Custodian Mark Gelico
Office Manager Andre Patolot
Heath Yessey D'Orazi
Community Member Wendy Baty
Campus Supervisor Tri Nguyen

**Assessment of School Safety**
Current Status of School Crime. Each school is required to assess the current status of school crime committed on the school campus and at schoolrelated functions. You may accomplish this by reviewing the following type of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; CHK Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment. Insert Aeries data here.

**Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**
Our staff adheres to the Positive Students Interventions and Support Model when providing feedback to students. We actively teach, model, reinforce, and celebrate behaviors such as being safe, kind, and responsible across different areas of the campus. Furthermore, we align these expectations with the Toolbox Project, which equips students with self-advocacy, empathy, patience, and mindfulness strategies to navigate challenges they may encounter on campus.

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

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

A. Definition of Child Abuse

"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:

1. Physical abuse resulting in a non-accidental physical injury.

2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.

3. Sexual abuse including both sexual assault and sexual exploitation.

4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.

5. Severe corporal punishment.

B. Legal Duty to Report

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way, will also be reported.

"Mandated Reporters" are those people defined by law as “childcare custodians,” “medical practitioners” and “non-medical practitioners” and include virtually all school employees.
(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer’s permission to make a child abuse report.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff’s department, county welfare or juvenile probation department and child protective services (CPS).

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.

4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars ($5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinementin a county jail or by fine of one thousand dollars ($1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:
OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the Alameda Police Department (510) 337-8340

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waiver his/her confidentiality rights he/she may wish to make photocopies of the “Suspected Child Abuse Report” form (SS8572) and forward a copy to the principal and to the Executive Director of Student and Family Support Services.

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse, during school hours and on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or other school staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training

The Principal or designee shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher aides, teacher assistants, para-educators and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

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

**Disaster Plan (See Appendix C-F)**

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. Regulatory Authority State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures.These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees. The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff. The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems. This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate. School Site Emergency Preparedness and Response Coordination Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.
- With Maintenance and Operations, complete a site and building hazard survey.
- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
- Routinely check that battery-operated equipment is in working condition.Directions for the Instructional Staff During a Declared Emergency

Crisis Response
The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)
The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site. The ICS, as designated by the AUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

Foundations of Crisis Response
The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.
These three C's are:

- Control – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- Communication - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication is must be maintained between response persons, school staff, and the command team.
- Coordination - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

Insert link to REMS packet here

**Adaptations for Students with Disabilities**
Please attached Appendix - Emergency Plan For Students With Disabilities

**Public Agency Use of School Buildings for Emergency Shelters**
If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR

2. Until released to an adult authorized by the parent or legal guardian whose name appears on student information system (Aeries).

a) If students are on their way to school they should proceed to school.
b) If students are on their way home from school they are to continue home.

3. To provide this supervision and care, Alameda Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statutes. The statute states that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to Alameda County to declare an emergency and impress public employees into service as disaster service workers.

4. Alameda Unified School District encourages the utilization of a buddy system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**
Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.

- Referral to a certificated employee designated by the principal to advise students.

- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Practices (RP) is a continuum of practices by which schools build community through circles and other activities, where students learn to use affective statements and the process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Multi Tiered System of Support (MTSS) is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need. This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services. MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

Tier 1

For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3

The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

Grounds for Suspension and Expulsion

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the

restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))

- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

- Committed or attempted to commit robbery or extortion (Education Code 48900(e))

- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

- Stole or attempted to steal school property or private property (Education Code 48900(g))

- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel (“disruption and willful defiance”) and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2019 and January 2020. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

- Knowingly received stolen school property or private property (Education Code 48900(l))

- Possessed an imitation firearm (Education Code 48900(m))

- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a “burn page” or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

- Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Teacher-Initiated Suspensions Pursuant to Section 48910

The Board desires the adoption of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

- The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2019-20 school year, the office referral form.
- The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
- The site administrator or designee reviewed the office referral form and completed the in-school suspension form if warranted.
- The site administrator or designee contacted parent/guardian regarding the suspension.
- The site administrator or designee recorded the classroom interventions and referral in the District database.

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act or engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

When suspending a student in Grades 4-12 from class for committing an obscene act or engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

When suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

- Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
- Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Suspensions by Superintendent, Principal, or Designee

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

Defiance

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel (“disruption and willful defiance”) and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

Discipline and Intervention Matrix for Administrators

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District’s Multi-Tiered System of Support framework that models a progressive and holistic approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student’s loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5)

As described in AR 5144, interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting

requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)
The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student’s Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District’s database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made

in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

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

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense

- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student

- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician

- Robbery or extortion

- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))
Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

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

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

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)
Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing
Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission

- Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)

- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)

- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)

- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior

- The student’s attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)

- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)

- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.

- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion
- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.

- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.

- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.
The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.
Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

**(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**
Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion
The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

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. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

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

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
2060 Challenger Drive
Alameda, CA 94501
(510) 337-7095
kzazo@alamedaunified.org

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment

- The types of conduct that constitute sexual harassment

- Remedies available for victims in civil actions, and potential employer/individual exposure/liability

- Strategies to prevent harassment in the workplace

- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

**(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**
Basic Principles:

All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)*

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.

- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.

- Violations should be treated as minor on the continuum of school rule violations.

- Students should never be removed from a classroom for a dress code violation unless they are violating the? Students Cannot Wear' and ? Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.

- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.

- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.

- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.

- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to 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. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

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

EVACUATION ALARM SYSTEM
A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. Inconsultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed. 5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Students and staff have monthly drills to ensure proper evacuation process. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team.Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes.. Ifsomeone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update thier emergency contacts. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school's Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES
Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:
1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can't be reached.
5. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

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

**Component:**
Component I: The Social Climate, People, and Programs

**Element:**
Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

**Opportunity for Improvement:**
Goal: By 2026-2027 we will reduce suspendale behaviors of unduplicated students by 50%. As a team we very rarely suspend but students do still spend a significant amount of time out of class with restorative work.

Equitable (AA/EL/IEP/CCEIS):

All of the above will be measured in year one as we gather our baseline.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|---|---|---|
| Reduce Behaviors that can lead to Suspensions | Implement proactive systems in place (structured play, social groups, in-class intervention, reteaching of Toolbox for Learning) | Toolbox for Learning, PBIS, and TOSA | C&C Team, TOSA | Principal and C&C Team |

**Component:**

Component II: Physical Environment

**Element:**
Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

**Opportunity for Improvement:**
Goal: Provide additional exit route in an emergency in order to promote physical safety of the students and staff during an emergency

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|---|---|---|
| Assessment of exit routes and locate any routes that may changes | Regularly assess exit routes for potential issues, practice evacuations to ensure a safe and orderly process, and continuously gather feedback to adjust routes based on emergencies and individual needs. | MOF if needed | Principal | Review Exit Routes with MOF if necessary |

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

**William G. Paden Elementary School Student Conduct Code**
ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students.AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix: https://docs.google.com/document/d/1YyzYC48Eq5WsTycFdS35jhrGP4G3nALhYghgdznwzuQ/edit#

**Conduct Code Procedures**

**(K) Hate Crime Reporting Procedures and Policies**

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hatemotivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning

2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

3. Explains the harm and dangers of explicit and implicit biases

4. Discourages discriminatory attitudes and practices

5. Provides strategies to manage conflicts constructively

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.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion

2. Discourages the development of discriminatory attitudes and practices

3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods

4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints
Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

**(J) Procedures to Prepare for Active Shooters**

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, "LOCKDOWN, There is an active shooter in the Computer Lab," or "LOCKDOWN, an armed gunman is walking through the first floor long hallway."

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter's whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE
Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity.
If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION
Purpose: To reunify students with their parent/guardians in a safe location

**Procedures for Preventing Acts of Bullying and Cyber-bullying**
Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

(Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

**Opioid Prevention and Life-Saving Response Procedures**

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

**Response Procedures for Dangerous, Violent, or Unlawful Activities**

**Instructional Continuity Plan**

**Emergency Contact Numbers**

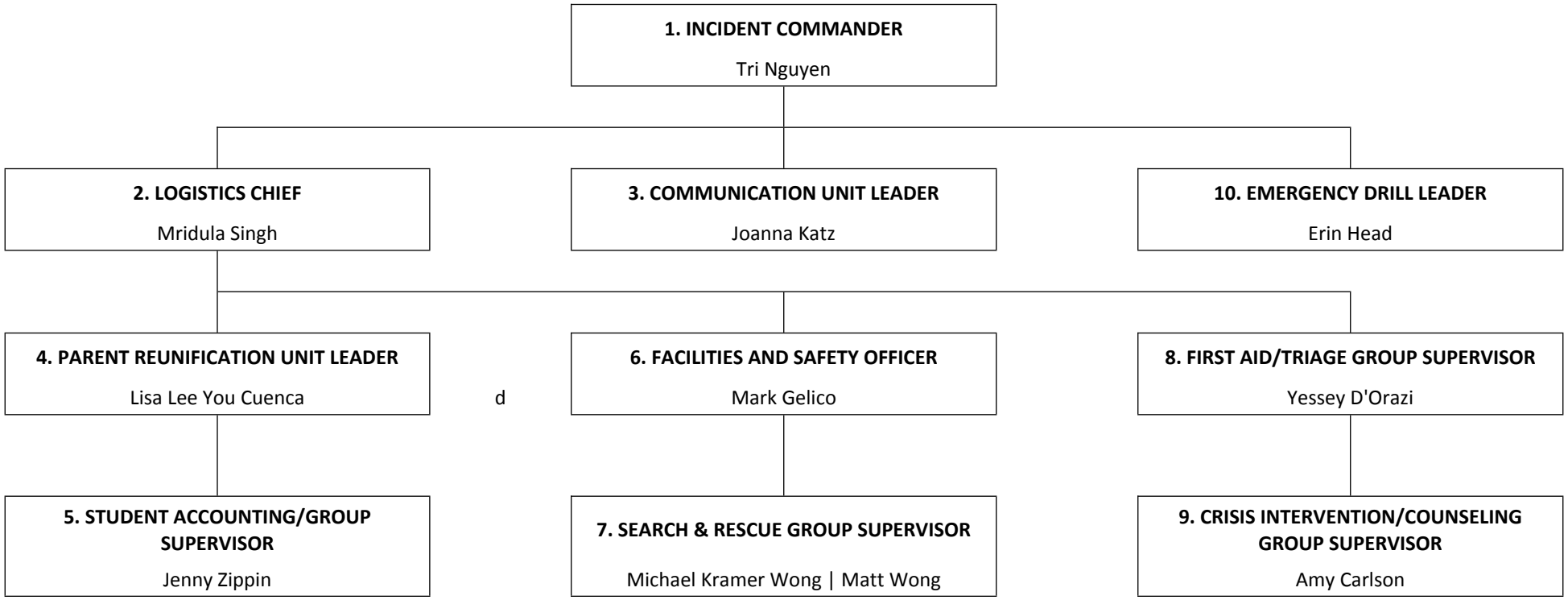
**Utilities, Responders and Communication Resources**

| Type | Vendor | Number | Comments |
|---|---|---|---|
| City Services | City of Alameda | 510-747-7400 | Pasquale Scuderi |
| Other | County of Alameda | 510-208-9770 | Kirsten Zazo |
| Law Enforcement/Fire/Paramedic | APD Non-Emergency | 510-337-8340 | Tanya Harris |
| Law Enforcement/Fire/Paramedic | Police Department | 911 | Monty Patterson |
| Other | Hazardous Materials Unit | 510-567-6702 | Susan Davis |
| Other | Health Department - Alameda County | 510-267-8000 | |
| Local Hospitals | Alameda Hospital (Emergency Room) | 510-522-3700 | |
| American National Red Cross | Red Cross | 510-595-4400 | |
| City Services | City of Alameda | 510-749-5885 | |
| City Services | County of Alameda | 925-803-7800 | |

**Safety Plan Review, Evaluation and Amendment Procedures**

| **Activity Description**<br>(i.e. review steps, meetings conducted, approvals, etc) | **Date and Time** | **Attached Document**<br>(description and location) |
|---|---|---|
| Faculty Meeting | August 2024 | Emergency response training with all staff |
| Safety Committee Meeting | August 2024 | Review of Safety Plan and procedures, roles and responsibilities, maps and evacuation routes |
| Faculty Meeting | September 2024 | Safety Committee share out |
| Safety Committee Meeting | September 2024 | Table top drill and training planning |
| Faculty Meeting | September 2024 | Review of REMS roles and responsibilities |
| Safety Committee Meeting | October 2024 | Update Safety plan with revisions |
| Public Hearing | February 2025 | Safety plan review with community |
| School Community Meeting | February 2025 | SSC approval of plan |

**William G. Paden Elementary School Incident Command System**



**Incident Command Team Responsibilities**

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

SITE ORGANIZATION DURING A DECLARED EMERGENCY
COMMAND POST PERSONNEL AND DUTIES

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff

B. Activate Command Post and 2-way radio

C. Activate Emergency Teams

D. Assess total school situation

E. Make initial site assessment report on Share911 to District Emergency Operations Center.

F. Check to see that Site Emergency Teams are operating

G. Assign messengers to needed areas

H. Request help from 911 or Emergency Operations Center as required

I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center

J. Reassign team members to other duties as required when they finish initial assignment duties

K. Personally address these items:

1. Is campus secure?

3. Are utilities off or secure?

4. Are signs directing adults to release area up?

5. Are traffic controllers needed?

6. Is First Aid Center functioning?

7. Have buildings been searched for victims?

8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

A. Report immediately to the Command Post with:

1. Master keys
2. Current roster of students and staff
3. Emergency forms and documents
4. Office supplies to assist unit leads

B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

A. Team up with other personnel as a member of a Site Emergency Team, otherwise:

B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall:

A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.

B. Check the site completely for:

1. Fire and electrical hazards
2. Chemical hazards (Chlorine storage)
3. Other hazards

C. Notify Site Manager of hazards and services needed

D. Barricade hazardous areas using whatever materials handy

E. When site is secure, report to the Command Post for direction

F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

A. Respond immediately to emergency signals requiring specific actions and check in on Share911

B. If signal is one to Leave Building, know if signal is for:

1. Fire evacuation

2. Earthquake evacuation

3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack

2. Require students to be silent in order to hear instructions

3. Close doors to classroom

4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll

2. List missing students on Share 911 and on paper

3. Give list to Assembly Area Team members

4. Calm students. Remind them of District policies about remaining at school

5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members

Incident Commander:
Establishes an Incident Command Center, lists incident objectives and designates the following positions to perform the following duties.

Logistics Chief:
Supports each unit leader with where to find the necessary tools to support the team fulfilling their duties.

Report immediately to the Command Post with:

- Master keys
- Current roster of students and staff
- Emergency forms and documents
- Office supplies to assist unit leads
- Computers and walkie talkies
- Assume responsibilities as directed by Site Manager

Communication Unit Leader:
Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:
- Computer
- Office supplies

Parent Reunification Unit Leader:
Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.

The Student Release Team is responsible for:
- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor:
Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water and releasing of students to their guardians.

The Evacuation/Shelter/Care Team is responsible for:
- Accounting for the whereabouts of all students, staff, and volunteers
- Setting up secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies

Search & Rescue Group Supervisor:
Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

Search & Rescue Teams are also responsible for:
- Using Share 911 to identify where injuries may exist
- Obtaining injury and missing student reports from teachers
- Moving injured members from building if emergency responders are unable to do so
- Identifying and marking unsafe areas
- Conducting initial damage assessment

First Aid/Triage Group Supervisor:
First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for setting up first aid area for students, assessing and treating injuries, and completing master injury report.

First Aid Teams are responsible for:

- Setting up a first aid area for students
- Assessing and treating injuries
- Completing master injury report

Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Crisis Intervention/ Counseling Group Supervisor:
The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters.

This includes:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention/counseling
- Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief

Facilities and Safety Officer:

The Facilities & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary
- Securing and isolating fire/HazMat
- Opening Emergency Trailer
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control

Emergency Drill Leader:

The Emergency Drill Leader is responsible for:

- Training staff
- Coordinating and running all required drills
- Monitoring participations
- Reviewing after action reports
- Reporting to the incident commander

LIST SEARCH TEAM DUTY DESCRIPTIONS

SEARCH TEAM #1

LIST FIRST AID FUNCTION

EXAMPLE: Minimize injuries and loss of life: provide temporary care of injured students.

Set up desk at picnic tables behind multipurpose room (or if unsafe here, on blacktop near multipurpose room).
Organize supplies and treatment area.
Help with wounded.
Keep Check Out Station informed.
Request additional help (ambulances, etc.) through Check Out Station.
Look up emergency information if necessary.

LIST WHO WILL BE:

TREATMENT

TRIAGE

RECORDER

List the things you will have to accomplish and assign to operations section or logistics section.
Examples:
Set up table, chairs and sign “Incident Command Center”
Set up operations table, logistics table.
Set up a first aid station
Put traffic cones in the street, blocking off access to the parking lot entry drive
Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.
Record finding of search teams
List any unaccounted for students and those in First Aid or in need of first aid.
Keep track of the walkie-talkies
Listen to radio
Use runners as necessary to retrieve information and students
Organize parent line-up and announce using bullhorn to parents that students have been evacuated
Assist in calming and organizing parents
Provide pen and paper for non-English speaking students to write their name
Communicate to District Personnel

INCIDENT COMMAND POST – Located

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the bike cage (if inaccessible at the end of the parking lot behind the second gate.

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

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

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

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

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

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

**Types of Emergencies & Specific Procedures**

**Aircraft Crash**
FALLEN AIRCRAFT

DEFINITION/DESCRIPTION
If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION
Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Principal's Secretary

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION
Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

**Animal Disturbance**
If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

**Armed Assault on Campus**
Follow A.L.I.C.E Procedures

**Biological or Chemical Release**
CHEMICAL SPILL

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Lincoln Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT
1. DEFINITION/DESCRIPTION
Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION
Principal
a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
b) Determine which action should be implemented.
c) Sound alarm for appropriate action.
d) Notify/maintain contact with Superintendent/Emergency Operations Center.
e) Determine what further action to take.

Teachers
a) Implement appropriate action, using alternate evacuation route if required.
b) Maintain control of students.
c) Take roll. Report students who are absent.
d) Notify principal of any problems in/around area
e) Notify principal of need for first aid, as appropriate.

Custodian
a) Review situation to assess extent of spill, wind direction and proximity to building.
b) Report findings to principal.
c) Be prepared to direct fire/police department to spill site.
d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION
Principal
a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
b) Notify staff/students of any modification in schedule.
c) Work with Emergency Operations Center to publicize information regarding accident.
d) Arrange school site meeting to provide information to staff.

Principal's Secretary
a) Screen all calls. Refer public to Emergency Operations Center.
b) Refer media to Emergency Operations Center.
c) Prepare necessary bulletins.

Teachers
a) Read bulletins/announcements as provided by principal.
b) Refer all media to principal's office.
c) Cooperate with school site team to provide follow-up, as appropriate.
d) Refer for counseling students who may be at risk.
e) Return to normal instructional activities as soon as possible.

**Bomb Threat/ Threat Of violence**
1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat
Person Receiving Call
a) Keep the caller on the line. Delay the caller with such statements as: "I'm sorry, I did not understand you. What did you say?"
b) Use Bomb Threat Checklist (see form at the end of this "Bomb Threat" section). Get as much information as possible from the caller.
c) Immediately after caller hangs up, report all information to principal.

All Office Personnel
Immediately search your work area for foreign or suspicious objects or packages. If one is found, DO NOT TOUCH OR MOVE IT!!

IMMEDIATE ACTION – Written Threat
Person Receiving Written Message
Give the message to the principal immediately upon identification.

Principal
a) Receive/review all information about bomb threat.
b) Determine which action should be taken.
c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
d) Notify Superintendent/Police/Fire Department.
e) Direct search of office complex, evacuation site and classrooms.
f) Determine what further action should be taken.

Teachers
a) Implement appropriate action, using alternate evacuation route if required.
b) Maintain control of students.
c) Take roll. Report students who are absent.
d) Notify principal of any problems in or around area.
e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.
If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians
a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION
Principal
a) Determine, in coordination with M.O.F. and Fire Department, whether buildings are habitable.
b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
d) Arrange school site meeting to discuss plan.

Principal's Secretary
a) Screen all calls. Refer calls to Emergency Operations Center.
b) Prepare necessary bulletins.

Teachers
a) Read bulletins/announcements as provided by principal.
b) Refer all media to principal's office.
c) Cooperate with school site team to provide follow-up as appropriate.
d) Refer for counseling students who may be at risk.
e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION
1. DEFINITION/DESCRIPTION
An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION
Principal
Sound the school alarm.
Notify the Superintendent or Assistant Superintendent.
Notify utility companies of a break or suspected break.
Notify fire and police departments and direct further action as required.
Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers
Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
Move to an area of safety and maintain control of students.
Notify principal of students needing first aid as necessary.
Fight incipient fires without endangering life.
Take roll. Report absent students to principal.
Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:
Principal
Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
Follow procedures for principal -- 'c' and 'd' above.

Teacher
Follow procedures for teachers -- 'c' through 'g' above.

**Disorderly Conduct**
CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION
Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.
WARNING: The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION
The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee
a) Transmit a Shelter in Place alert to all staff members.

b) Call the local law enforcement agencies to provide protection and to handle arrests.
c) Make certain that a specific crime is committed before requesting arrests.
d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
1. Disturbing the Peace
2. Trespassing
3. Loitering Around the School Grounds
e) The principal should make an announcement to the demonstrators similar to the following:
"I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers
a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
b) Lock classroom doors.
c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the locker rooms.

Custodians
Lock and secure all exterior doors.

3. FOLLOW UP ACTION
Principal
a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
c) Work with Communications director to put messages regarding any modifications in schedule.
d) Arrange school site meeting to discuss plan.

Principal's Secretary
a) Screen all calls. Refer public to Director of Communications
b) Refer media to Director of Communications
c) Prepare necessary communication to community.

Teachers
a) Read announcements as provided by principal.
b) Refer all media to principal's office.
c) Cooperate with school site team to provide follow-up, as appropriate.
d) Refer for counseling students who may be at risk.
e) Return to normal instructional activities as soon as possible.

**Earthquake**
Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:
This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or
furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:
• Glass that shatters or flies around
• Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
• Objects that block movement to safe places (books on floors, tipped desks and bookcases)
• Cabinets without latches
• Objects stored on wheels
• Open shelving without a lip or restraining wire
• Free standing cabinets
• Blocked exits
• Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:
- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.
- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS
All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See https://www.shakeout.org/index.html for more information.

**Explosion or Risk Of Explosion**
EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

a) Sound the school alarm and report on Share911.
b) Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

a) Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
b) If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
c) Move to an area of safety, and maintain control of students.
d) Use Share911 to report students absent, found or needing first aid as necessary.
e) Fight incipient fires without endangering life.
g) Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

**Fire in Surrounding Area**
Follow shelter in place procedures

**Fire on School Grounds**
DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Take roll upon arrival at designated area. students.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and commmunication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

**Flooding**
DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for fist aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

**Loss or Failure Of Utilities**
UTILITIES LOSS OR FAILURE

CALL MOF - They will call the appropriate public works system based on the loss or failure.

LOSS OF ELECTRICAL POWER:
Consult Alameda Power

LOSS of GAS
PG&E

WATER EMERGENCY:
East Bay Municipal Utility District, colloquially referred to as "East Bay Mud"

PHONE ISSUES:
Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:
Contact Maintenance, Operations & Facilities at extension  if any utility will be off for an extended period of time.
Notify the superintendent of the situation.
If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.
In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

**Motor Vehicle Crash**
Step 1: Assess the injured party's condition and determine if first aid or CPR is necessary.

Step 2: If 911 needs to be contacted, delegate another individual to make the call while you administer first aid or CPR.

Step 3: Assign someone to inform others and gather any necessary emergency equipment or information.

Step 4: Once it is safe, activate the 911 alert system to notify staff that an ambulance is en route.

Step 5: Allocate staff to designated gates or entrances to assist emergency services in reaching the injured party quickly.

Step 6: All staff members must complete and submit an Accident Report to the administration for any on-campus injuries.

Step 7: Ensure that Accident Report forms are forwarded to the business office promptly.

**Psychological Trauma**
The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student of staff member.

2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff

traumatized by the event.

3. Work with the Superintendent's office to formulate a public statement.

4. Discuss the crisis in a factual manner in follow up meetings and/or communications.

5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

**Opioid Overdose**

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.
It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)
Open the Naloxone blister pack; do not push the plunger.
With the victim’s head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.
Insert the atomizer fully and gently into their nostril
Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).
Place the person to their side (recovery position).
If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up
If the victim is a student, contact parent/guardian per school policy.
Complete an Accident/Injury Report
Facilitate a debriefing with responding staff
Consider a plan of care for the students’ safe return to school

**Emergency Evacuation Map**

See Attachments

# EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

## FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

## Schools

Special thanks to Marin County for Annex Template

MARIN COUNTY OFFICE OF EDUCATION

Supporting Learning for ALL Students

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# Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

## I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency  For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

### A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

## B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

# II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

## A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

## B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child's unique needs and provide the child with educational benefits.

**Individual Education Program (IEP)**

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

## C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarding as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

## Table 1. Categories of Disability under IDEA Law

| Federal Disability Term | Alternative Term | Brief Description/ Factors that Elevate Risk in Emergencies | Factors that Reduce Risk in Emergencies |
|---|---|---|---|
| Autism | Autism spectrum disorder | Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication. | Structure, routine, normalcy and familiarity with activity |
| Deaf-blindness | | A simultaneous significant hearing and vision loss; limits the speed of movements. | Guidance from a sighted person |
| Developmental delay | | A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development. | Minimized disruption of routine patterns of activity, modulate sensory input |
| Emotional disability | Behavior disorder, emotional disability | Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic. | Regulated sensory input |
| Hearing impairment | Deaf, hard of hearing | A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues. | Written instructions, sign language, specialized communication for direction in an emergency |
| Intellectual Disability | Intellectual disability, cognitive impairment | Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity. | Regulated sensory input |
| Multiple disabilities | | The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness | |
| Orthopedic impairment | Physical disability | A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli | Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route |
| Other health impairment | | A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes | Continuity of medication management regime |
| Specific learning disability | Learning disability | A disorder related to processing information that leads to difficulties in reading, writing and computing. | |
| Speech or language | Communication disorder, stuttering | A disorder related to accurately producing or articulating the | Sign language, hand signals, specialized |

| | | | |
|---|---|---|---|
| impairment | | sounds of language to communicate | communication for response in an emergency |
| Traumatic brain injury | TBI | An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech. | |
| Visual impairment | Low vision, blindness | A partial or complete loss of vision | Guidance from a sighted person |

Source: National Dissemination Center for Children with Disabilities at http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

# III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

## A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher)(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others.
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

## B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.

- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.

- **Develop a schedule** withdaily activities and classes that identifies where a student with disabilities may be located each period of the day.

- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.

- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

# IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

## A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

## B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

**To have an effective buddy system:**

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
  *Have a trained backup buddy in place.*

- The buddy cannot locate the person with a disability because the person is absent.
  *Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.*

- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*

- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

## C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies.If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

## D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily**.

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

| | | |
|---|---|---|
| • *important,* | • *emergency* | • *keep calm* |
| • *must leave now* | • *fire* | • *fire exit* |
| • *elevator closed* | • *stairs there* | • *okay* |

## E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

## F. Preparedness Supplies

**Classroom Supplies**. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- ❒ Batteries in different sizes, for adaptive equipment
- ❒ Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- ❒ Water pouches for drinking
- ❒ Water for hygiene purposes
- ❒ Copies of all students' Emergency Information Forms (secured)
- ❒ Backup copies of medical prescriptions (secured)
- ❒ Hand tools (e.g., screwdriver, wrench, pliers)
- ❒ Heavy work gloves
- ❒ Whisk broom
- ❒ Tarp
- ❒ Solar/crank/battery radio
- ❒ Cell phone and phone charger
- ❒ Flashlight and extra batteries or crank flashlight
- ❒ First aid kit

- ❒ Small ice chest for refrigerated medications
- ❒ Evacuation assistive equipment
- ❒ Protein bars (without nuts or nut oil)
- ❒ Canned fruit
- ❒ Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- ❒ Feminine hygiene supplies
- ❒ Household chlorine bleach to kill bacteria or antibacterial soap
- ❒ Facial tissues
- ❒ Whistle/noisemaker

* for diabetic students

**Go Kits.** Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- ❒ Lightweight uncomplicated backpack
- ❒ Emergency Information Form – see Appendix B for example
- ❒ Medication for up to 36 hours
- ❒ Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
  - contact information
  - medical requirements
  - allergies and sensitivities
  - adaptive equipment used
  - assistance needs and limitations

## G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

## H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues*. This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

**There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.**

1. **Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities mayhave difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
    - comfort items
    - pen and paper
    - visual communication instructions

2. **Hearing**: Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
    - pen and paper
    - flashlight to communicate in the dark
    - extra hearing aid batteries
    - batteries for TTY and light phone signaler

3. **Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
    - heavy gloves for making way over glass or debris
    - extra battery for electric wheelchairs recommended but may not be practical
    - patch kit for punctured wheels
    - flashlight and whistle

4. **Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

5. **Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

   It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

6. **Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**
   - extra batteries and chargers for communication equipment
   - note paper and pen
   - comfort items

7. **Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**
   - extra folding white cane
   - heavy gloves for feeling the way over glass or debris
   - colored poncho worn for visibility
   - comfort items

## I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.

- Compile and distribute evacuation route information to be used during emergency operations

- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

**2. Install appropriate signage and visual alarms.**

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.

- Place emergency notification devices appropriate for each student.

- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
    - approximately 60 inches above the floor;
    - in a location that is not obscured in normal operation such as a swinging door;
    - in all primary function areas

**3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.**

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.

- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

**4. Train staff in general evacuation procedures.**

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.

- Provide in-depth training to those designated to evacuate students with disabilities.Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.

- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. **Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.**

    - Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.

    - Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.

    - Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. **Complete all contracts and Statements of Understanding with key emergency support providers**

    - Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.

    - Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.

    - Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. **Review the evacuation plan with students and staff to be familiar with the process and identify any problems.**

    - Practice implementation of special duck and cover actions by students with able-bodied partners.

    - Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).

    - Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students.Include students with disabilities in the selection of emergency evacuation devices.

    - Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.

    - Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.

- Remind parents and caregivers that they are responsible for updating emergency information with the schools.IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

## A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

## B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

## C. Announce the Emergency

1. **To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:

    - there is an emergency
    - how to exit

2. **To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently.Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. **To Alert Cognitively or Emotionally Impaired** – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

## D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

## E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc.

**To Evacuate Persons Using Wheelchairs:**

If the person wants to be moved in his/her chair, keep the following considerations in mind:

- Turn off the wheelchair's power before lifting.
- Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.

- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
- If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
    - how he/she prefers to be moved from the chair;
    - whether pain or harm will result from moving extremities;
    - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

## F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
    - Name of driver
    - Driver's telephone number
    - Time departed staging area
    - Time arrived at sheltering location
    - Vehicle numberSheltering location
    - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
  What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.

- **Account for all students** before transportation occurs and after arrival at the destination.

- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.

- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

## G. Reassess Needs

Request additional support, if needed.

## H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.

- **Lead** evacuees to a safe place with other teachers and staff.

- **Remain** with the student with disabilities after the evacuation.

- **Recognize** that the fine details are unique to each student;

# IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

## A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs**.
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

## B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption**. If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

# APPENDIX A

| School Emergency Evacuation Planning Checklist | | |
|---|---|---|
| | **YES** | **NO** |
| Do you have a roster of your students with disabilities? | | |
| Have you identified students with disabilities on site from other school districts? | | |
| Have you identified the medical needs of your students with disabilities and their medication schedule? | | |
| Have you walked the evacuation paths and exits looking for potential obstacles? | | |
| Has an evacuation site been identified that is accessible to students and staff with disabilities? | | |
| Is the primary evacuation path marked to clearly show the route? | | |
| Is there sufficient oxygen for 72 hours? | | |
| Have transportation needs been identified for the students with disabilities, such as special vans and buses for students? | | |
| Do you have contract(s) in place with your transportation service provider(s) in case of an emergency? | | |
| Is there a master list of bus drivers? | | |
| Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities? | | |
| Have you identified communication needs with students who have limited English proficiency? | | |
| Have you considered emergency accommodations for those with temporary disabilities? | | |
| Have you encouraged a relationship with students and the local responders? | | |
| Have you reviewed your plan with emergency responders? | | |
| Have you identified an evacuation site that is accessible to students and staff with disabilities? | | |
| Have you identified a secondary evacuation site? | | |
| Has a “buddy system” been developed for each student? | | |
| Have you identified all of your communication needs for your students with disabilities? | | |
| Have you trained the staff on proper lifting techniques? | | |
| Have staff, students and families been encouraged to provide 72 hour medications? | | |
| Has evacuation route information been compiled and distributed to staff? | | |

# APPENDIX B

## Emergency Information Form for Students with Disabilities

Last name:

| | | |
|---|---|---|
| Date form completed | Revised | Initials |
| By Whom | Revised | Initials |

| | | |
|---|---|---|
| **Name:** | Birth date: | Nickname: |
| Home Address: | Home/Work Phone: | |
| Parent/Guardian: | Emergency Contact Names & Relationship: | |
| Signature/Consent*: | | |
| Primary Language: | Phone Number(s): | |
| **Physicians:** | | |
| Primary Care Physician: | Emergency Phone: | |
| | Fax: | |
| Current Specialty Physician: | Emergency Phone: | |
| Specialty: | Fax: | |
| Current Specialty Physician: | Emergency Phone: | |
| Specialty: | Fax: | |
| Anticipated Primary ED: | Pharmacy: | |
| Anticipated Tertiary Care Center: | | |

## Diagnoses/Past Procedures/Physical Exam

| | |
|---|---|
| 1. | Baseline physical findings: |
| 2. | |
| 3. | Baseline vital signs: |
| Synopsis: | |
| | Baseline neurological status: |
| | Blood Type: |

*Consent for release of this form to health care providers

Form Courtesy of: © American College of Emergency Physicians and American Academy of Pediatrics. Permission to reprint granted with acknowledgement.

American College of Emergency Physicians* American Academy of Pediatrics

## Diagnoses/Past Procedures/Physical Exam *(Continued)*

| Medications/Dosages: | | Significant baseline ancillary findings (lab, x-ray, ECG): |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | Prostheses/Appliances/ Technology Devices: |
| 4. | | |
| 5. | | |

## Management Data:

| Allergies: Medications/Foods to be avoided | and why: |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| **Procedures to be avoided** | **and why:** |
| 1. | |
| 2. | |
| 3. | |

**Immunizations (mm/yy)**

| Dates | | | | | | Dates | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| DPT | | | | | | Hep B | | | | | |
| OPV | | | | | | Varicella | | | | | |
| MMR | | | | | | TB status | | | | | |
| HIB | | | | | | Other | | | | | |

**Antibiotic prophylaxis:** **Indication:** **Medication and dose:**

## Common Presenting Problems/Findings With Specific Suggested Managements

| Problem | Suggested Diagnostic Studies | Treatment Considerations |
|---|---|---|
| | | |
| | | |

**Comments on child, family, or other specific medical issues:**

**Physician/Provider Signature:** **Print Name:**

# APPENDIX C

**Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.**

## Emergency Medical Information Card

| | |
|---|---|
| **Student Name:** | |
| **School:** **Grade :**<br>**School Phone:** | Photo: |
| **Medical Condition:** | |
| **Parent/Guardian:** | **Home Phone:** |
| **Home Address:** | **Work Phone: Cell Phone:** |
| **Parent:/Guardian:** | **Home Phone:** |

**Parents are responsible for updating the student's emergency information and medications.**

## Emergency Medical Information Card

| | | |
|---|---|---|
| **Student Name:** | | Birth date: |
| **Blood Type:** | **Allergies:** | |
| **Physical Limitations:** | | |
| **Communication Difficulties:** | | |
| **Adaptive Equipment::** | | |
| **Primary Care Physician:** | | **Emergency Phone:** |
| **Specialty Physician:** | | **Emergency Phone:** |
| **Insurance Company :** | | **Policy Number:** |
| **Medications** | | **Dosages/Frequency** |
| | | |
| | | |
| | | |

# APPENDIX D
# Online Resources

**American Red Cross*, People with Disabilities***
http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

**Americans with Disabilities Act of 1990, as amended**
http://www.ada.gov/pubs/ada.htm

***An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities***, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)
http://www.ncef.org/pubs/evacuating_special_needs.pdf

**California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (**May 2000)
http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF

**Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide***
http://www.cdihp.org/evacuation/toc.html

**Disability Preparedness Resource Center, *Personal Preparedness Planning***
http://www.disabilitypreparedness.gov/ppp/index.htm

**Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs***
http://www.fema.gov/pdf/library/pfd_all.pdf

**Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness,*** Volume 69, No. 142 (July 26, 2004)
http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

**National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs***
http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

**National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities***
http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf

***Nobody Left Behind,* Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities** (March 2007)
http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

***Talking to Children with Special Needs About Tragedy***

http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html

**U.S. Department of Education, ERCM Express*, Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning*** (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

# APPENDIX F
# Acronyms

| | |
|---|---|
| **ADA** | Americans with Disabilities Act (1990) |
| **AFN** | Acute and Functional Needs |
| **ASC** | Advisory Steering Committee |
| **CDE** | California Department of Education |
| **ED** | Emotionally Disturbed |
| **FAPE** | Free and Appropriate Public Education |
| **FERPA** | Family Education Rights and Privacy Act |
| **HI** | Hearing impairment |
| **IDEA** | Individuals with Disabilities Education Act |
| **IEP** | Individual Education Program |
| **ISHP** | Individualized School Healthcare Plan |
| **ITP** | Individual Transition Plan |
| **LRE** | Least Restrictive Environment |
| **NSH** | Not severely handicapped |
| **OSEP** | Office of Special Education Programs |
| **RSP** | Resource Specialist Program |
| **SDC** | Special Day Class |
| **SELPA** | Special Education Local Plan Area |
| **SH** | Severely Handicapped |
| **SLD** | Specific Learning Disability |
| **SLI** | Speech/Language Impairment |
| **TBI** | Traumatic Brain Injury |
| **VI** | Visually Impaired |

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Alameda Unified School District | Sara Stone<br>Chief Academic Officer | sstone@alamedaunified.org<br>(510) 337-7092 |

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD's nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD's LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.
- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:
- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:
- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

# Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
- District operations- facilities/cleaning
- Site operations
- Curriculum/Assessments
- Special Education
- ELD
- Technology
- Mental Health/SEL
- Remote Design
- Food Services
- Afterschool/Parent support
- Grading
- Attendance
- Enrollment
- Secondary Math/World Language
- Student/Staff Safety
- Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;

2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and

3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:
"We meet the needs of each learner."

Guiding Principles:
Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:
"We develop the whole child."

Guiding Principles:
Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:
"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:
Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:
"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:
Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:
"Learning to read is key to students' academic success"

Guiding Principles:
Our plan will prioritize students who are learning to read

Core Value:
"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:
Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:
“We will invest in our staff in order to realize our vision for students”

Guiding Principles:
Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-feet recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA’s standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experienceWe integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

## Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|---|---|---|
| Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:<br>• Professional Development - 4 days of Learning Conference - $1,131,335<br>• Other professional development $50,188.12<br>• In-person materials $379,564.58<br>• Online materials $358,913.73<br>• Curriculum:<br>• Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:<br>• Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards<br>• Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards<br>• Teachers build positive relationships with and among our students to create the conditions for learning | $1,920,001 | Yes |
| Assessment<br>• Hourly Salaries & Contracts (Prgm 1081) $79,035<br>• Coordinator of Data & Assessment $174,168<br>• Testing Specialist $69,867<br>• Database Specialist $100,559 | 423,629.00 | No |
| Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan | 750,000 | Yes |

# Distance Learning Program

## Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)
(M/T/TH/F)
Synchronous = 90
Asynchronous = 150
Total = 240
(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245
(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245
(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315
(Wed)
Synchronous = 30
Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of “0”, “1”, “2”, “3”, “4”, or “5” for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K
0-179 mins = "0"
180-359 mins = "1"
360-539 mins = "2"
540-719 mins = "3"
720-899 mins = "4"
900+ mins = "5"

Grade 1-3
0-229 mins = "0"
230-459 mins = "1"
460-689 mins = "2"
690-919 mins = "3"
920-1149 mins = "4"
1,150+ mins = "5"

Grade 4-12
0-239 mins = "0"
240-479 mins = "1"
480-719 mins = "2"
720-959 mins = "3"
960-1199 mins = "4"
1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.

- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.

- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.

- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.

- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment "Working with Molecules"

Student Contact: Met with student to review the "Working with Molecules" assignment

Parent Contact: Met with p/g to review the "Working with Molecules" assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher's class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school's during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document's guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule
Week 1: Site Level Collaboration
Week 2: Home (Cross-Site) Collaboration
Week 3: Site Level Professional Development
Week 4: Community of Practice- Anti-racist educators
Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this unchartered territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal’s job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model' or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students' access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we've narrowed our EL strategies to our district-wide "Daily High-Impact Language Practices," for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

## Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|---|---|---|
| In-person materials $379,564.58<br>Online materials $358,913.73<br>Curriculum:<br>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:<br>Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards<br>Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards<br>Teachers build positive relationships with and among our students to create the conditions for learning | $738,478 | Yes |
| Professional Development<br>• Professional Development - 4 days of Learning Conference - $1,131,335<br>• Other professional development $50,188.12 | $1,181,523 | Yes |

| Description | Total Funds | Contributing |
|---|---|---|
| | | |
| Assessment<br>• Hourly Salaries & contracts (Prgm 1081) $79,035<br>• Coordinator of Data & Assessment $174,168<br>• Testing Specialist $69,867<br>• Database Specialist $100,559 | 423,629 | No |
| Pay Working groups for summer work to plan for 2020-21 | $25,000 | No |
| Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms<br>• Online Subscriptions<br>• Zoom Software $25,000 | $25,000 | No |
| Purchase Chromebooks for students to access Distance Learning | $424,447 | Yes |
| Purchase Hot Spots for families who do not have access to Internet<br>• Over 100 Hot spots were provided, but there was no monetary cost to the District | 0.00 | |
| Remote Program online platform | $65,000 | No |

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.

2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.

3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.

4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of ServicesTeam (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|---|---|---|
| Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath) | $20,003 | No |
| Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath) | $291,071 | No |
| Mind Research Institute (ST Math) Professional Development | $22,500 | No |
| Summer School | 148,751 | No |

| Description | Total Funds | Contributing |
|---|---|---|
| Credit Recovery | 73,406 | No |
| MTSS (Program 1073) | 1,206,950 | No |
| Instructional Coaches (Program 1079) | 970,664 | No |
| John Jones III<br><br>• Professional Development $300<br><br>Kingmakers of Oakland (National Equity Project)<br>• Professional Development $46,250<br>• Virtual Khepera Curriculum $50,000 | $99,050 | No |

# Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:
School site's Coordination of ServicesTeam (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:
- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:
- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

# Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)
(M/T/TH/F)
Synchronous = 90
Asynchronous = 150
Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245
(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245
(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315
(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

# School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

# Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| Mental Health and Social and Emotional Well-Being | (Res 3327/6512) | 2,643,143 | No |
| Stakeholder Engagement | Stakeholder Engagement (Zoom, School Smart, translation)<br>• Zoom $25,000<br>• School Smart $33,000<br>• Translation $12,976 | $70,976 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|---|---|
| 6.33% | $4,902,917 |

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: $292,103
After-School Programs: $90,885
EL Sections: $443,075
Elementary VP (Ruby/Love): $276,648
Equity & Inclusion: $35,000
In Lieu of Title I: $181,293
Indirect Cost: $321,179
Innovative Programs: $257,071
Instructional Coaches: $732,953
McKinney Vento Set-Aside: $15,447
MTSS: $1,238,626
School Smart: $33,000
Site Discretionary Funds: $324,114
Student Services - Coordinator: $158,283
Summer School: $75,111
T&L - Coordinator (Steam/Lang/Comp/Data): $312,082
Teen Parenting Program @ Island: $141,490

Grand Total $4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

**AUSD Board of Education**
Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, ClerkGray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

**RE: AUSD Learning Continuity and Attendance Plan**

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of

Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020 2. Covid-19 impact for academic year 2020-2021 3. Comments related to assessments for learning loss 4. Comments related to interventions for learning loss 5. General comments related to the Learning Continuity and Attendance Plan

**COVID-19 impact for academic year 2019-2020** The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1.Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

*"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.*

*While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.*

*I sometimes feel overwhelmed."*

Parent of a SpEd 3rd grader in Remote Program
**COVID-19 impact for academic year 2020-2021** The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE. 2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments. 3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers. 4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities. 5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

*"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."*

Parent of PreK

Student

**3.Comments related to learning loss and STAR assessments** The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing
was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be
- collected and shared with IEP teams and how often will this data be collected?

*“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”*

Parent of 4 children, 1st grader receiving special education services

**4.Comments related to interventions for learning loss and increasing engagement during distance learning**

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

*"My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever."*

Parent of High School

Student

**5.General comments related to the Learning Continuity and Attendance Plan**

1.We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2.We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with "IEP-aligned contingency plans" as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the $732,953 allocated for Instructional Coaches, $158,283 for the Student Services coordinator and the Teaching and Learning coordinator for $312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to $324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgette and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on September 2, 2020 , the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re -structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

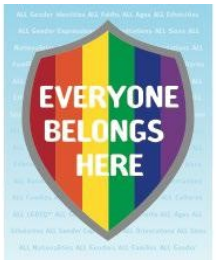
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi


EVERYONE
BELONGS
HERE

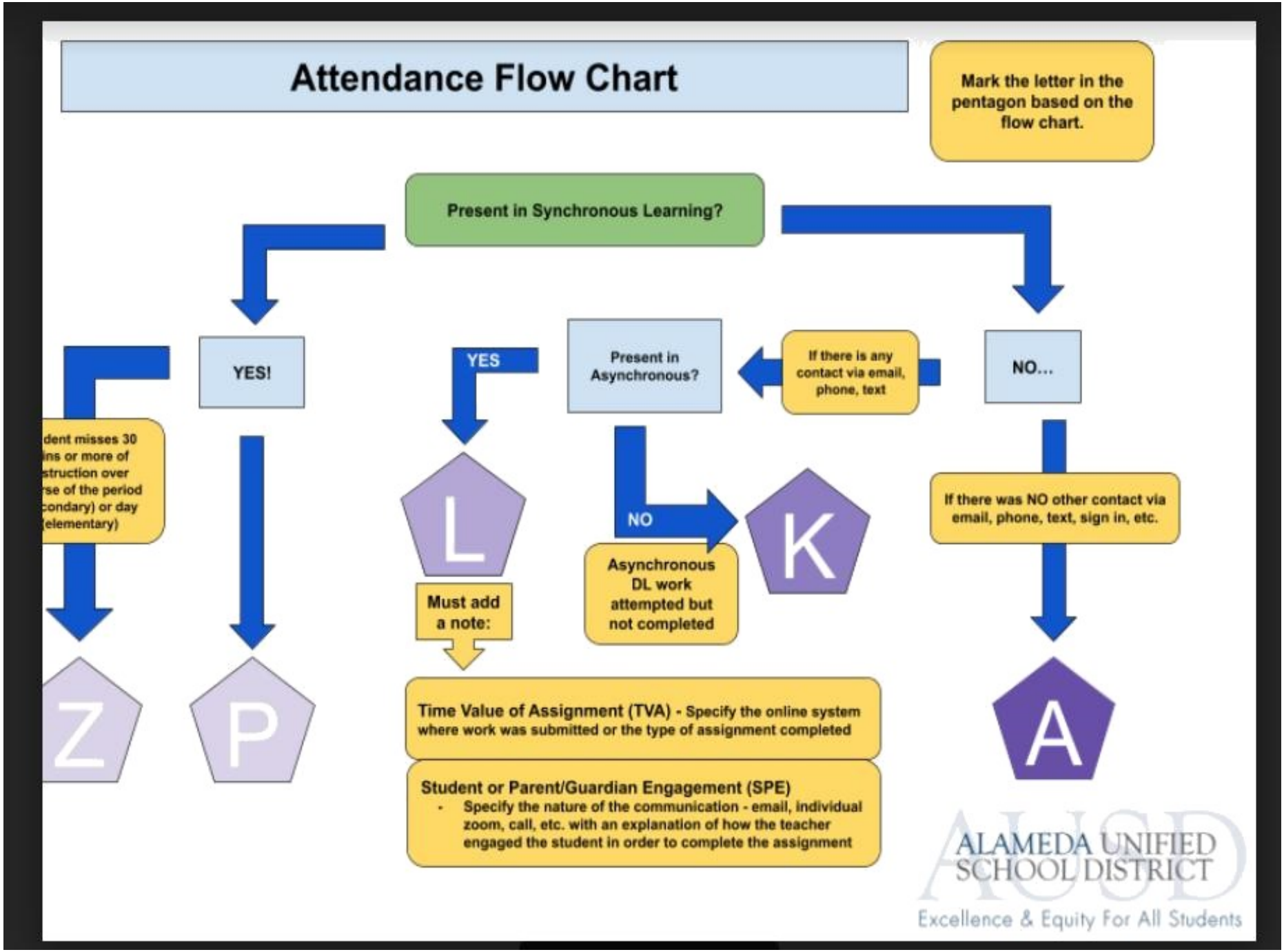
| Daily Attendance and Engagement | |
|---|---|
| **TIER ONE** | |
| Daily attendance is collected and monitored regularly for all students | |
| **Attendance Need** | **Intervention** |
| Student is absent two days with no contact from guardian clearing the absence | • Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call). |
| Student has unexcused absences three days, with no contact from guardian clearing the absence | • Attendance clerk calls home, documents call in attendance monitoring log;<br>• Teacher uses Parent Square to contact guardian. |
| Student is absent for four days, with no contact from guardian | • Attendance clerk calls home, documents call in attendance monitoring log;<br>• Teacher uses Parent Square to contact guardian again.<br>• Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts |
| **TIER TWO** | |
| Student is absent for five days with no contact from guardian | • Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square<br>• Teacher will present all documented outreach to the COST team for review |

- Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts

| Attendance Need | Intervention |
|---|---|
| Student is absent for six days with no contact from guardian (this marks the second week of absence) | • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation<br>• A "Knock and Talk" will be initiated by school site Knock and Talk protocols |
| **TIER THREE** | |
| Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc) | • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check) |

| District Office | Intervention |
|---|---|
| Chronic Absence letters | (attach letter schedule here) |
| CWA Home Visits | CWA responds to COST team with results of Home Visit |

| | | | |
|---|---|---|---|
| **Student level goals** (across content, aligned to Graduate Profile) | Students dialogue about equity issues and take action to interrupt inequity | | |
| | Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action | Read, think, talk, and write about complex texts every day | Establish and maintain healthy and rewarding relationships with diverse individuals and groups |
| **Teacher priority practices** (across content) | Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity | | |
| | Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction | Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards | Teachers build positive relationships with and among our students to create the conditions for learning |
| **Leadership Practices** | School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity | | |
| | School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision | School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards | School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning |
| **District Goals** | We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID | | |
| | We keep equity and rigorous content at the forefront of all decisions on what and how to teach students | We maximize interaction and independence in students' blended learning experience | We integrate social emotional and trauma-informed approaches as the foundation for learning experiences |
| **Conditions for Adult Learning** | We learn by collaborating, planning, doing, and reflecting | We have space to be vulnerable, self-reflective, and create meaning | Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions. |

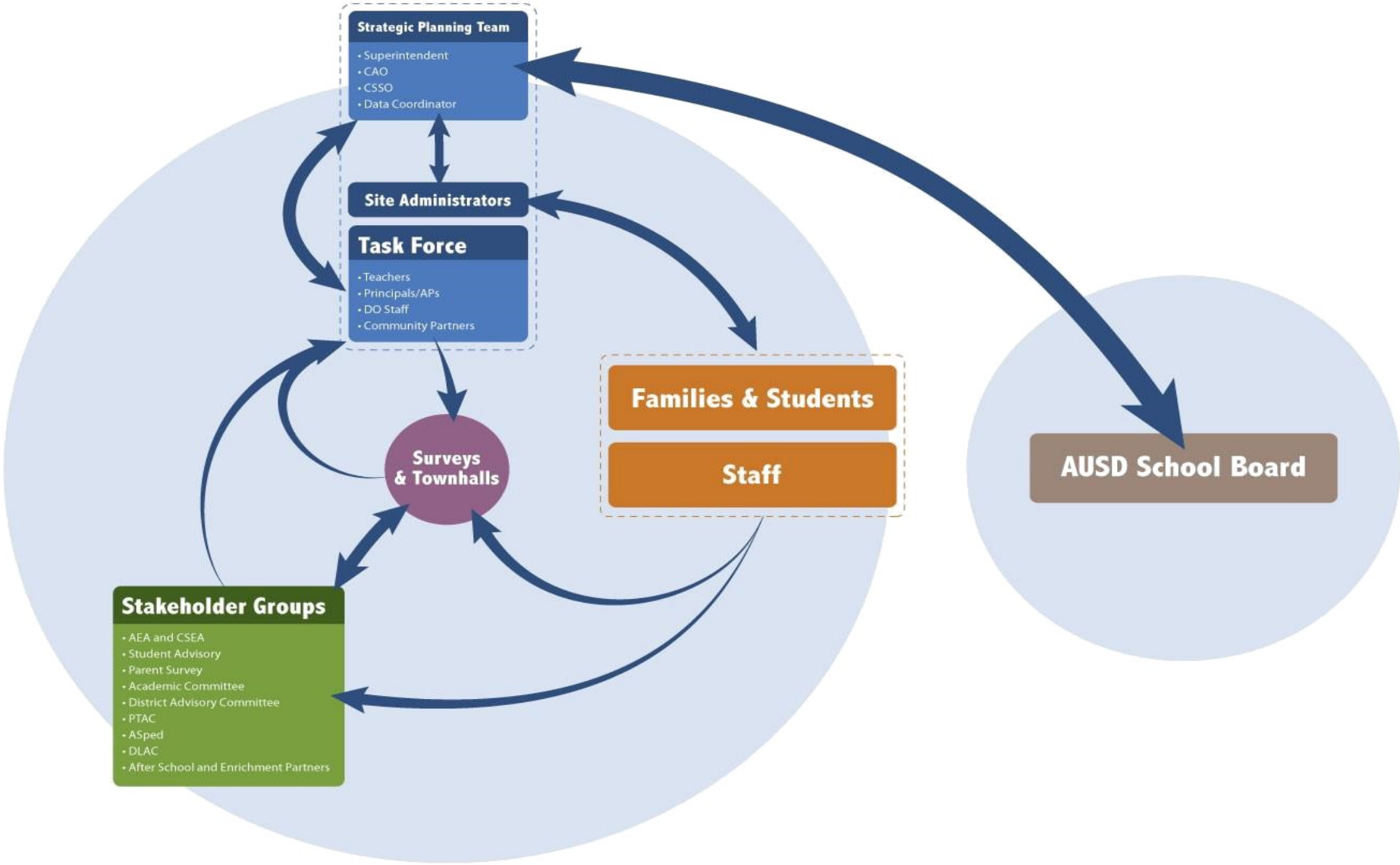

Attendance Flow Chart
Mark the letter in the pentagon based on the flow chart.
Present in Synchronous Learning?
YES!
YES
NO...
Present in Asynchronous?
If there is any contact via email, phone, text
dent misses 30 ins or more of struction over rse of the period condary) or day (elementary)
L
NO
K
Must add a note:
Asynchronous DL work attempted but not completed
If there was NO other contact via email, phone, text, sign in, etc.
Z
P
A
Time Value of Assignment (TVA) - Specify the online system where work was submitted or the type of assignment completed
Student or Parent/Guardian Engagement (SPE)
- Specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment
ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

| Core Value | Guiding Principles |
|---|---|
| *"We meet the needs of each learner."* | *Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.* |
| *"We develop the whole child."* | *Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).* |
| *"Mastery of Essential Standards through flexibility of structures"* | *Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.* |
| *"We will support all students to embody the AUSD Graduate Profile"* | *Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.* |
| *"Learning to read is key to students' academic success"* | *Our plan will prioritize students who are learning to read* |
| *"Coherent Systems to Ensure Students are College & Career Ready"* | *Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready* |
| *"We will invest in our staff in order to realize our vision for students"* | *Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.* |

# AUSD Daily Student Distance Learning Minute MINIMUMS

| | TK/K | | 1-3 | | 4-5 | | 6-12 | |
|---|---|---|---|---|---|---|---|---|
| | M, T, Th, F | W | M, T, Th, F | W | M, T, Th, F | W | M, T, Th, F | W |
| **Synchronous** | 90 | 25 | 120 | 30 | 150 | 30 | 165 | 30 |
| **Asynchronous** | 150 | 155 | 125 | 200 | 95 | 210 | 150 | 210 |
| **Total** | 240 | 180 | 245 | 230 | 245 | 240 | 315 | 240 |
| **State Mandated Daily Minutes** | 180 | | 230 | | 240 | | 240 | |

# AUSD 20-21 Feedback Loop Design



| Strategic Planning Group | AUSD 2020-21 Redesign Task Force and Working Groups: | Stakeholder Engagement/Consultation | Board of Education |
|---|---|---|---|
| • Superintendent<br>• CAO<br>• CSSO<br>• Data Coordinator | • Teachers<br>• Principals/APs<br>• District Office staff<br>• Community partners<br>• Working Groups:<br>- District operations-facilities/cleaning<br>- Site operations<br>- Curriculum/Assessments<br>- Special Education<br>- ELD<br>- Technology<br>- Mental Health/SEL<br>- Remote Design<br>- Food Services<br>- Afterschool/Parent support<br>- Grading<br>- Attendance<br>- Enrollment<br>- Secondary Math/World Language<br>- Student/Staff Safety<br>- Student/Staff assignment/Negotiations | • AEA and CSEA (Union partners)<br>• Student Advisory<br>• Student Survey<br>• Parent Survey<br>• Academic Committee<br>• District Advisory Committee<br>• PTAC (Parent, Teacher group)<br>• ASped<br>• DELAC<br>• After school and enrichment partners<br>• Town Halls | June 9<br>June 23<br>July 17<br>July 22<br>August 5<br>August 25 |

| Grade | Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week) | | | | | |
|---|---|---|---|---|---|---|
| | "0" | "1" | "2" | "3" | "4" | "5" |
| K | 0-179 mins | 180-359 mins | 360-539 mins | 540-719 mins | 720-899 mins | 900+ mins |
| 1-3 | 0-229 mins | 230-459 mins | 460-689 mins | 690-919 mins | 920-1149 mins | 1,150+ mins |
| 4-12 | 0-239 mins | 240-479 mins | 480-719 mins | 720-959 mins | 960-1199 mins | 1,200+ mins |

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Alameda Unified School District | Sara Stone<br>Chief Academic Officer | sstone@alamedaunified.org<br>(510) 337-7092 |

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD's nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD's LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.
- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:
- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:
- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

# Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
- District operations- facilities/cleaning
- Site operations
- Curriculum/Assessments
- Special Education
- ELD
- Technology
- Mental Health/SEL
- Remote Design
- Food Services
- Afterschool/Parent support
- Grading
- Attendance
- Enrollment
- Secondary Math/World Language
- Student/Staff Safety
- Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;

2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and

3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:
"We meet the needs of each learner."

Guiding Principles:
Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:
"We develop the whole child."

Guiding Principles:
Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:
"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:
Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:
"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:
Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:
"Learning to read is key to students' academic success"

Guiding Principles:
Our plan will prioritize students who are learning to read

Core Value:
"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:
Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:
“We will invest in our staff in order to realize our vision for students”

Guiding Principles:
Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-feet recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA’s standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experienceWe integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

## Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|---|---|---|
| Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:<br>• Professional Development - 4 days of Learning Conference - $1,131,335<br>• Other professional development $50,188.12<br>• In-person materials $379,564.58<br>• Online materials $358,913.73<br>• Curriculum:<br>• Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:<br>• Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards<br>• Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards<br>• Teachers build positive relationships with and among our students to create the conditions for learning | $1,920,001 | Yes |
| Assessment<br>• Hourly Salaries & Contracts (Prgm 1081) $79,035<br>• Coordinator of Data & Assessment $174,168<br>• Testing Specialist $69,867<br>• Database Specialist $100,559 | 423,629.00 | No |
| Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan | 750,000 | Yes |

# Distance Learning Program

## Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)
(M/T/TH/F)
Synchronous = 90
Asynchronous = 150
Total = 240
(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245
(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245
(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315
(Wed)
Synchronous = 30
Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of “0”, “1”, “2”, “3”, “4”, or “5” for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K
0-179 mins = "0"
180-359 mins = "1"
360-539 mins = "2"
540-719 mins = "3"
720-899 mins = "4"
900+ mins = "5"

Grade 1-3
0-229 mins = "0"
230-459 mins = "1"
460-689 mins = "2"
690-919 mins = "3"
920-1149 mins = "4"
1,150+ mins = "5"

Grade 4-12
0-239 mins = "0"
240-479 mins = "1"
480-719 mins = "2"
720-959 mins = "3"
960-1199 mins = "4"
1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.

- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.

- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.

- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.

- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment "Working with Molecules"

Student Contact: Met with student to review the "Working with Molecules" assignment

Parent Contact: Met with p/g to review the "Working with Molecules" assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher's class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school's during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document's guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule
Week 1: Site Level Collaboration
Week 2: Home (Cross-Site) Collaboration
Week 3: Site Level Professional Development
Week 4: Community of Practice- Anti-racist educators
Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this unchartered territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal’s job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model' or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students' access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we've narrowed our EL strategies to our district-wide "Daily High-Impact Language Practices," for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

## Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|---|---|---|
| In-person materials $379,564.58<br>Online materials $358,913.73<br>Curriculum:<br>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:<br>Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards<br>Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards<br>Teachers build positive relationships with and among our students to create the conditions for learning | $738,478 | Yes |
| Professional Development<br>• Professional Development - 4 days of Learning Conference - $1,131,335<br>• Other professional development $50,188.12 | $1,181,523 | Yes |

| Description | Total Funds | Contributing |
|---|---|---|
| | | |
| Assessment<br>• Hourly Salaries & contracts (Prgm 1081) $79,035<br>• Coordinator of Data & Assessment $174,168<br>• Testing Specialist $69,867<br>• Database Specialist $100,559 | 423,629 | No |
| Pay Working groups for summer work to plan for 2020-21 | $25,000 | No |
| Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms<br>• Online Subscriptions<br>• Zoom Software $25,000 | $25,000 | No |
| Purchase Chromebooks for students to access Distance Learning | $424,447 | Yes |
| Purchase Hot Spots for families who do not have access to Internet<br>• Over 100 Hot spots were provided, but there was no monetary cost to the District | 0.00 | |
| Remote Program online platform | $65,000 | No |

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.

2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.

3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.

4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of ServicesTeam (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|---|---|---|
| Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath) | $20,003 | No |
| Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath) | $291,071 | No |
| Mind Research Institute (ST Math) Professional Development | $22,500 | No |
| Summer School | 148,751 | No |

| Description | Total Funds | Contributing |
|---|---|---|
| Credit Recovery | 73,406 | No |
| MTSS (Program 1073) | 1,206,950 | No |
| Instructional Coaches (Program 1079) | 970,664 | No |
| John Jones III<br><br>• Professional Development $300<br><br>Kingmakers of Oakland (National Equity Project)<br>• Professional Development $46,250<br>• Virtual Khepera Curriculum $50,000 | $99,050 | No |

# Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:
School site's Coordination of ServicesTeam (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:
- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:
- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

# Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)
(M/T/TH/F)
Synchronous = 90
Asynchronous = 150
Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245
(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245
(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315
(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

# School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

# Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| Mental Health and Social and Emotional Well-Being | (Res 3327/6512) | 2,643,143 | No |
| Stakeholder Engagement | Stakeholder Engagement (Zoom, School Smart, translation)<br>• Zoom $25,000<br>• School Smart $33,000<br>• Translation $12,976 | $70,976 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|---|---|
| 6.33% | $4,902,917 |

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: $292,103
After-School Programs: $90,885
EL Sections: $443,075
Elementary VP (Ruby/Love): $276,648
Equity & Inclusion: $35,000
In Lieu of Title I: $181,293
Indirect Cost: $321,179
Innovative Programs: $257,071
Instructional Coaches: $732,953
McKinney Vento Set-Aside: $15,447
MTSS: $1,238,626
School Smart: $33,000
Site Discretionary Funds: $324,114
Student Services - Coordinator: $158,283
Summer School: $75,111
T&L - Coordinator (Steam/Lang/Comp/Data): $312,082
Teen Parenting Program @ Island: $141,490

Grand Total $4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

**AUSD Board of Education**
Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, ClerkGray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

**RE: AUSD Learning Continuity and Attendance Plan**

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of

Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020 2. Covid-19 impact for academic year 2020-2021 3. Comments related to assessments for learning loss 4. Comments related to interventions for learning loss 5. General comments related to the Learning Continuity and Attendance Plan

**COVID-19 impact for academic year 2019-2020** The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1.Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

*"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.*

*While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.*

*I sometimes feel overwhelmed."*

Parent of a SpEd 3rd grader in Remote Program
**COVID-19 impact for academic year 2020-2021** The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE. 2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments. 3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers. 4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities. 5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

*"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."*

Parent of PreK

Student

**3.Comments related to learning loss and STAR assessments** The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing
was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be
- collected and shared with IEP teams and how often will this data be collected?

*“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”*

Parent of 4 children, 1st grader receiving special education services

**4.Comments related to interventions for learning loss and increasing engagement during distance learning**

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

*"My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever."*

Parent of High School

Student

**5.General comments related to the Learning Continuity and Attendance Plan**

1.We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2.We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with "IEP-aligned contingency plans" as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the $732,953 allocated for Instructional Coaches, $158,283 for the Student Services coordinator and the Teaching and Learning coordinator for $312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to $324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgette and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on September 2, 2020 , the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re -structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

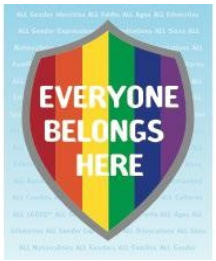
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi


EVERYONE
BELONGS
HERE

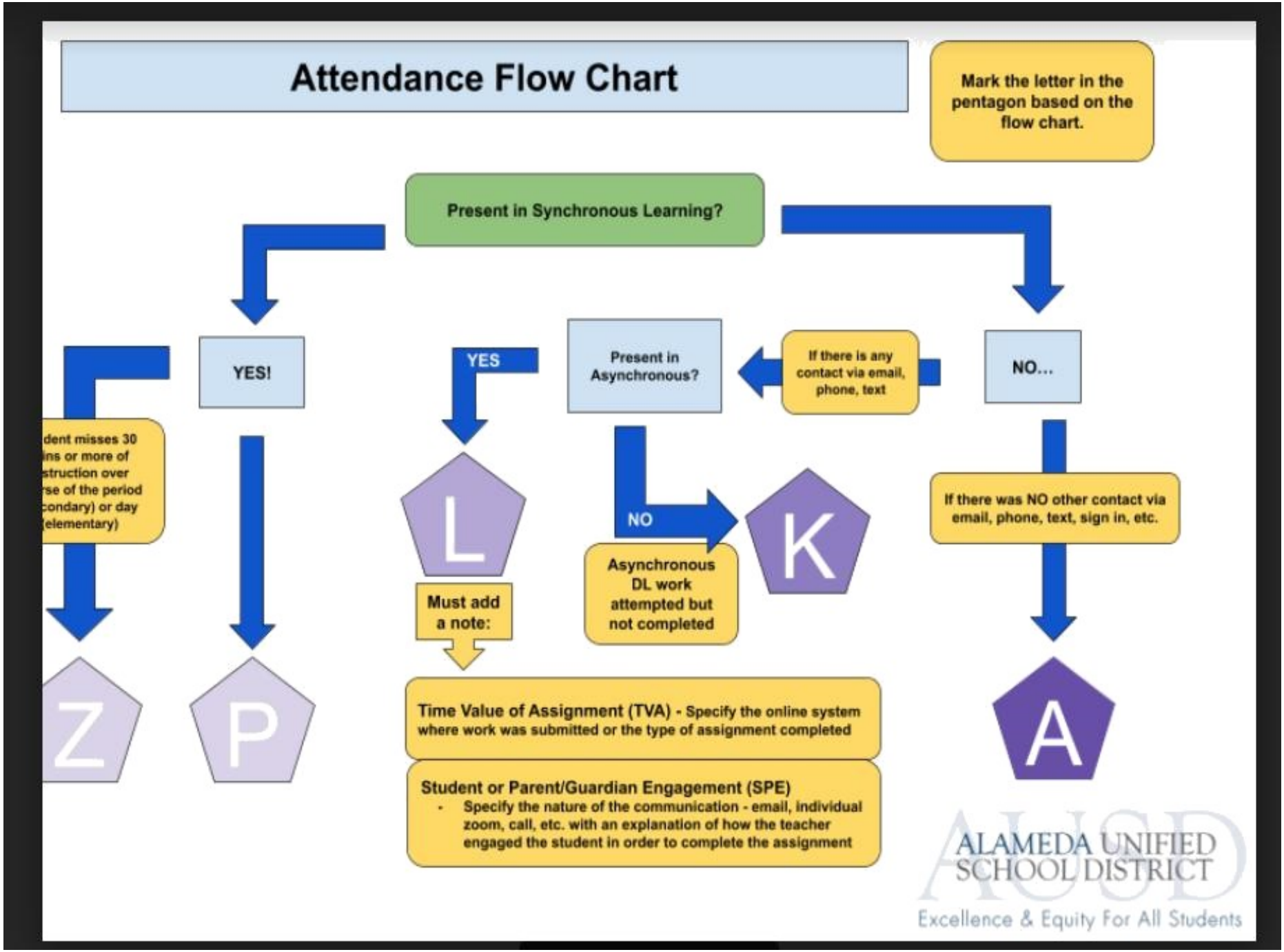
| Daily Attendance and Engagement | |
|---|---|
| **TIER ONE** | |
| Daily attendance is collected and monitored regularly for all students | |
| **Attendance Need** | **Intervention** |
| Student is absent two days with no contact from guardian clearing the absence | • Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call). |
| Student has unexcused absences three days, with no contact from guardian clearing the absence | • Attendance clerk calls home, documents call in attendance monitoring log;<br>• Teacher uses Parent Square to contact guardian. |
| Student is absent for four days, with no contact from guardian | • Attendance clerk calls home, documents call in attendance monitoring log;<br>• Teacher uses Parent Square to contact guardian again.<br>• Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts |
| **TIER TWO** | |
| Student is absent for five days with no contact from guardian | • Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square<br>• Teacher will present all documented outreach to the COST team for review |

- Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts

| Attendance Need | Intervention |
|---|---|
| Student is absent for six days with no contact from guardian (this marks the second week of absence) | • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation<br>• A "Knock and Talk" will be initiated by school site Knock and Talk protocols |
| **TIER THREE** | |
| Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc) | • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check) |

| District Office | Intervention |
|---|---|
| Chronic Absence letters | (attach letter schedule here) |
| CWA Home Visits | CWA responds to COST team with results of Home Visit |

| | | | |
|---|---|---|---|
| **Student level goals** (across content, aligned to Graduate Profile) | Students dialogue about equity issues and take action to interrupt inequity | | |
| | Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action | Read, think, talk, and write about complex texts every day | Establish and maintain healthy and rewarding relationships with diverse individuals and groups |
| **Teacher priority practices** (across content) | Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity | | |
| | Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction | Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards | Teachers build positive relationships with and among our students to create the conditions for learning |
| **Leadership Practices** | School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity | | |
| | School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision | School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards | School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning |
| **District Goals** | We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID | | |
| | We keep equity and rigorous content at the forefront of all decisions on what and how to teach students | We maximize interaction and independence in students' blended learning experience | We integrate social emotional and trauma-informed approaches as the foundation for learning experiences |
| **Conditions for Adult Learning** | We learn by collaborating, planning, doing, and reflecting | We have space to be vulnerable, self-reflective, and create meaning | Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions. |

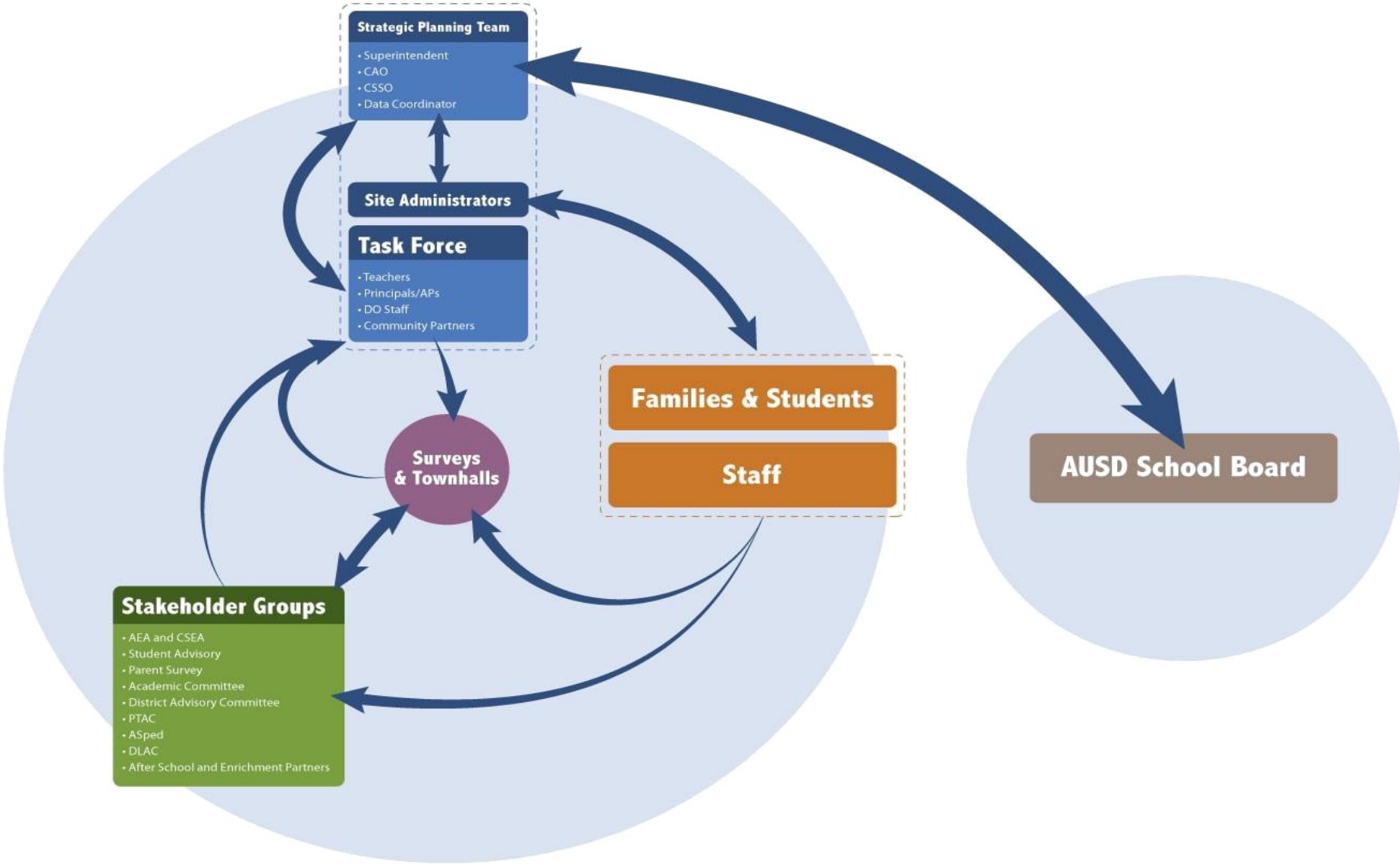

Attendance Flow Chart
Mark the letter in the pentagon based on the flow chart.
Present in Synchronous Learning?
YES!
YES
NO...
Present in Asynchronous?
If there is any contact via email, phone, text
dent misses 30 ins or more of struction over rse of the period condary) or day (elementary)
L
NO
K
Must add a note:
Asynchronous DL work attempted but not completed
If there was NO other contact via email, phone, text, sign in, etc.
Z
P
A
Time Value of Assignment (TVA) - Specify the online system where work was submitted or the type of assignment completed
Student or Parent/Guardian Engagement (SPE)
- Specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment
ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

| Core Value | Guiding Principles |
|---|---|
| *"We meet the needs of each learner."* | *Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.* |
| *"We develop the whole child."* | *Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).* |
| *"Mastery of Essential Standards through flexibility of structures"* | *Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.* |
| *"We will support all students to embody the AUSD Graduate Profile"* | *Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.* |
| *"Learning to read is key to students' academic success"* | *Our plan will prioritize students who are learning to read* |
| *"Coherent Systems to Ensure Students are College & Career Ready"* | *Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready* |
| *"We will invest in our staff in order to realize our vision for students"* | *Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.* |

# AUSD Daily Student Distance Learning Minute MINIMUMS

| | TK/K | | 1-3 | | 4-5 | | 6-12 | |
|---|---|---|---|---|---|---|---|---|
| | M, T, Th, F | W | M, T, Th, F | W | M, T, Th, F | W | M, T, Th, F | W |
| **Synchronous** | 90 | 25 | 120 | 30 | 150 | 30 | 165 | 30 |
| **Asynchronous** | 150 | 155 | 125 | 200 | 95 | 210 | 150 | 210 |
| **Total** | 240 | 180 | 245 | 230 | 245 | 240 | 315 | 240 |
| **State Mandated Daily Minutes** | 180 | | 230 | | 240 | | 240 | |

# AUSD 20-21 Feedback Loop Design



| Strategic Planning Group | AUSD 2020-21 Redesign Task Force and Working Groups: | Stakeholder Engagement/Consultation | Board of Education |
|---|---|---|---|
| • Superintendent<br>• CAO<br>• CSSO<br>• Data Coordinator | • Teachers<br>• Principals/APs<br>• District Office staff<br>• Community partners<br>• Working Groups:<br>- District operations-facilities/cleaning<br>- Site operations<br>- Curriculum/Assessments<br>- Special Education<br>- ELD<br>- Technology<br>- Mental Health/SEL<br>- Remote Design<br>- Food Services<br>- Afterschool/Parent support<br>- Grading<br>- Attendance<br>- Enrollment<br>- Secondary Math/World Language<br>- Student/Staff Safety<br>- Student/Staff assignment/Negotiations | • AEA and CSEA (Union partners)<br>• Student Advisory<br>• Student Survey<br>• Parent Survey<br>• Academic Committee<br>• District Advisory Committee<br>• PTAC (Parent, Teacher group)<br>• ASped<br>• DELAC<br>• After school and enrichment partners<br>• Town Halls | June 9<br>June 23<br>July 17<br>July 22<br>August 5<br>August 25 |

| Grade | Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week) | | | | | |
|---|---|---|---|---|---|---|
| | "0" | "1" | "2" | "3" | "4" | "5" |
| K | 0-179 mins | 180-359 mins | 360-539 mins | 540-719 mins | 720-899 mins | 900+ mins |
| 1-3 | 0-229 mins | 230-459 mins | 460-689 mins | 690-919 mins | 920-1149 mins | 1,150+ mins |
| 4-12 | 0-239 mins | 240-479 mins | 480-719 mins | 720-959 mins | 960-1199 mins | 1,200+ mins |

# EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

## FOR

## ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

## Schools

Special thanks to Marin County for Annex Template

MARIN COUNTY OFFICE OF EDUCATION
Supporting Learning for ALL Students

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# Alameda Unified School District Schools Emergency Plan for Students With Disabilities

## Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

## I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency  For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

### A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

## B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

# II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

## A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

## B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child's unique needs and provide the child with educational benefits.

**Individual Education Program (IEP)**

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

## C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarding as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

## Table 1. Categories of Disability under IDEA Law

| Federal Disability Term | Alternative Term | Brief Description/ Factors that Elevate Risk in Emergencies | Factors that Reduce Risk in Emergencies |
|---|---|---|---|
| Autism | Autism spectrum disorder | Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication. | Structure, routine, normalcy and familiarity with activity |
| Deaf-blindness | | A simultaneous significant hearing and vision loss; limits the speed of movements. | Guidance from a sighted person |
| Developmental delay | | A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development. | Minimized disruption of routine patterns of activity, modulate sensory input |
| Emotional disability | Behavior disorder, emotional disability | Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic. | Regulated sensory input |
| Hearing impairment | Deaf, hard of hearing | A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues. | Written instructions, sign language, specialized communication for direction in an emergency |
| Intellectual Disability | Intellectual disability, cognitive impairment | Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity. | Regulated sensory input |
| Multiple disabilities | | The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness | |
| Orthopedic impairment | Physical disability | A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli | Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route |
| Other health impairment | | A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes | Continuity of medication management regime |
| Specific learning disability | Learning disability | A disorder related to processing information that leads to difficulties in reading, writing and computing. | |
| Speech or language | Communication disorder, stuttering | A disorder related to accurately producing or articulating the | Sign language, hand signals, specialized |

| | | | |
|---|---|---|---|
| impairment | | sounds of language to communicate | communication for response in an emergency |
| Traumatic brain injury | TBI | An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech. | |
| Visual impairment | Low vision, blindness | A partial or complete loss of vision | Guidance from a sighted person |

Source: National Dissemination Center for Children with Disabilities at http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

# III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

## A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher)(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others.
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

## B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.

- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.

- **Develop a schedule** withdaily activities and classes that identifies where a student with disabilities may be located each period of the day.

- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.

- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

# IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

## A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

## B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

**To have an effective buddy system:**

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
  *Have a trained backup buddy in place.*

- The buddy cannot locate the person with a disability because the person is absent.
  *Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.*

- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*

- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

## C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies.If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

## D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily**.

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

| | | |
|---|---|---|
| • *important,* | • *emergency* | • *keep calm* |
| • *must leave now* | • *fire* | • *fire exit* |
| • *elevator closed* | • *stairs there* | • *okay* |

## E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

## F. Preparedness Supplies

**Classroom Supplies**. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- ❒ Batteries in different sizes, for adaptive equipment
- ❒ Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- ❒ Water pouches for drinking
- ❒ Water for hygiene purposes
- ❒ Copies of all students' Emergency Information Forms (secured)
- ❒ Backup copies of medical prescriptions (secured)
- ❒ Hand tools (e.g., screwdriver, wrench, pliers)
- ❒ Heavy work gloves
- ❒ Whisk broom
- ❒ Tarp
- ❒ Solar/crank/battery radio
- ❒ Cell phone and phone charger
- ❒ Flashlight and extra batteries or crank flashlight
- ❒ First aid kit

- ❒ Small ice chest for refrigerated medications
- ❒ Evacuation assistive equipment
- ❒ Protein bars (without nuts or nut oil)
- ❒ Canned fruit
- ❒ Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- ❒ Feminine hygiene supplies
- ❒ Household chlorine bleach to kill bacteria or antibacterial soap
- ❒ Facial tissues
- ❒ Whistle/noisemaker

* for diabetic students

**Go Kits.** Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- ❒ Lightweight uncomplicated backpack
- ❒ Emergency Information Form – see Appendix B for example
- ❒ Medication for up to 36 hours
- ❒ Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
  - contact information
  - medical requirements
  - allergies and sensitivities
  - adaptive equipment used
  - assistance needs and limitations

## G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

## H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues*. This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

**There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.**

1. **Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities mayhave difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
    - comfort items
    - pen and paper
    - visual communication instructions

2. **Hearing**: Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
    - pen and paper
    - flashlight to communicate in the dark
    - extra hearing aid batteries
    - batteries for TTY and light phone signaler

3. **Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
    - heavy gloves for making way over glass or debris
    - extra battery for electric wheelchairs recommended but may not be practical
    - patch kit for punctured wheels
    - flashlight and whistle

4. **Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

5. **Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

   It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

6. **Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**
   - extra batteries and chargers for communication equipment
   - note paper and pen
   - comfort items

7. **Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**
   - extra folding white cane
   - heavy gloves for feeling the way over glass or debris
   - colored poncho worn for visibility
   - comfort items

## I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.

- Compile and distribute evacuation route information to be used during emergency operations

- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

**2. Install appropriate signage and visual alarms.**

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.

- Place emergency notification devices appropriate for each student.

- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
    - approximately 60 inches above the floor;
    - in a location that is not obscured in normal operation such as a swinging door;
    - in all primary function areas

**3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.**

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.

- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

**4. Train staff in general evacuation procedures.**

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.

- Provide in-depth training to those designated to evacuate students with disabilities.Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.

- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. **Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.**

    - Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.

    - Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.

    - Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. **Complete all contracts and Statements of Understanding with key emergency support providers**

    - Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.

    - Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.

    - Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. **Review the evacuation plan with students and staff to be familiar with the process and identify any problems.**

    - Practice implementation of special duck and cover actions by students with able-bodied partners.

    - Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).

    - Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students.Include students with disabilities in the selection of emergency evacuation devices.

    - Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.

    - Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.

- Remind parents and caregivers that they are responsible for updating emergency information with the schools.IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

## A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

## B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

## C. Announce the Emergency

1. **To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:

    - there is an emergency
    - how to exit

2. **To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently.Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. **To Alert Cognitively or Emotionally Impaired** – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

## D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

## E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc.

**To Evacuate Persons Using Wheelchairs:**

If the person wants to be moved in his/her chair, keep the following considerations in mind:

- Turn off the wheelchair's power before lifting.
- Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.

- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
- If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
    - how he/she prefers to be moved from the chair;
    - whether pain or harm will result from moving extremities;
    - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

## F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
    - Name of driver
    - Driver's telephone number
    - Time departed staging area
    - Time arrived at sheltering location
    - Vehicle numberSheltering location
    - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
  What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.

- **Account for all students** before transportation occurs and after arrival at the destination.

- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.

- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

## G. Reassess Needs

Request additional support, if needed.

## H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.

- **Lead** evacuees to a safe place with other teachers and staff.

- **Remain** with the student with disabilities after the evacuation.

- **Recognize** that the fine details are unique to each student;

# IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

## A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs**.
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

## B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption**. If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

# APPENDIX A

| School Emergency Evacuation Planning Checklist | | |
|---|---|---|
| | **YES** | **NO** |
| Do you have a roster of your students with disabilities? | | |
| Have you identified students with disabilities on site from other school districts? | | |
| Have you identified the medical needs of your students with disabilities and their medication schedule? | | |
| Have you walked the evacuation paths and exits looking for potential obstacles? | | |
| Has an evacuation site been identified that is accessible to students and staff with disabilities? | | |
| Is the primary evacuation path marked to clearly show the route? | | |
| Is there sufficient oxygen for 72 hours? | | |
| Have transportation needs been identified for the students with disabilities, such as special vans and buses for students? | | |
| Do you have contract(s) in place with your transportation service provider(s) in case of an emergency? | | |
| Is there a master list of bus drivers? | | |
| Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities? | | |
| Have you identified communication needs with students who have limited English proficiency? | | |
| Have you considered emergency accommodations for those with temporary disabilities? | | |
| Have you encouraged a relationship with students and the local responders? | | |
| Have you reviewed your plan with emergency responders? | | |
| Have you identified an evacuation site that is accessible to students and staff with disabilities? | | |
| Have you identified a secondary evacuation site? | | |
| Has a “buddy system” been developed for each student? | | |
| Have you identified all of your communication needs for your students with disabilities? | | |
| Have you trained the staff on proper lifting techniques? | | |
| Have staff, students and families been encouraged to provide 72 hour medications? | | |
| Has evacuation route information been compiled and distributed to staff? | | |

# APPENDIX B

## Emergency Information Form for Students with Disabilities

Last name:

| | | |
|---|---|---|
| Date form completed | Revised | Initials |
| By Whom | Revised | Initials |

| | | |
|---|---|---|
| **Name:** | Birth date: | Nickname: |
| Home Address: | Home/Work Phone: | |
| Parent/Guardian: | Emergency Contact Names & Relationship: | |
| Signature/Consent*: | | |
| Primary Language: | Phone Number(s): | |
| **Physicians:** | | |
| Primary Care Physician: | Emergency Phone: | |
| | Fax: | |
| Current Specialty Physician: | Emergency Phone: | |
| Specialty: | Fax: | |
| Current Specialty Physician: | Emergency Phone: | |
| Specialty: | Fax: | |
| Anticipated Primary ED: | Pharmacy: | |
| Anticipated Tertiary Care Center: | | |

## Diagnoses/Past Procedures/Physical Exam

| | |
|---|---|
| 1. | Baseline physical findings: |
| 2. | |
| 3. | Baseline vital signs: |
| Synopsis: | |
| | Baseline neurological status: |
| | Blood Type: |

*Consent for release of this form to health care providers

Form Courtesy of: © American College of Emergency Physicians and American Academy of Pediatrics. Permission to reprint granted with acknowledgement.

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## Diagnoses/Past Procedures/Physical Exam *(Continued)*

| Medications/Dosages: | | Significant baseline ancillary findings (lab, x-ray, ECG): |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | Prostheses/Appliances/ Technology Devices: |
| 4. | | |
| 5. | | |

## Management Data:

| Allergies: Medications/Foods to be avoided | and why: |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| **Procedures to be avoided** | **and why:** |
| 1. | |
| 2. | |
| 3. | |

**Immunizations (mm/yy)**

| Dates | | | | | | Dates | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| DPT | | | | | | Hep B | | | | | |
| OPV | | | | | | Varicella | | | | | |
| MMR | | | | | | TB status | | | | | |
| HIB | | | | | | Other | | | | | |

**Antibiotic prophylaxis:** **Indication:** **Medication and dose:**

## Common Presenting Problems/Findings With Specific Suggested Managements

| Problem | Suggested Diagnostic Studies | Treatment Considerations |
|---|---|---|
| | | |
| | | |

**Comments on child, family, or other specific medical issues:**

**Physician/Provider Signature:** **Print Name:**

# APPENDIX C

**Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.**

## Emergency Medical Information Card

| | |
|---|---|
| **Student Name:** | Photo: |
| **School:** **Grade :**<br>**School Phone:** | |
| **Medical Condition:** | |
| **Parent/Guardian:** | **Home Phone:** |
| **Home Address:** | **Work Phone: Cell Phone:** |
| **Parent:/Guardian:** | **Home Phone:** |

**Parents are responsible for updating the student's emergency information and medications.**

## Emergency Medical Information Card

| | |
|---|---|
| **Student Name:** | Birth date: |
| **Blood Type:** | **Allergies:** |
| **Physical Limitations:** | |
| **Communication Difficulties:** | |
| **Adaptive Equipment::** | |
| **Primary Care Physician:** | **Emergency Phone:** |
| **Specialty Physician:** | **Emergency Phone:** |
| **Insurance Company :** | **Policy Number:** |

| Medications | Dosages/Frequency |
|---|---|
| | |
| | |
| | |

# APPENDIX D
# Online Resources

**American Red Cross*, People with Disabilities***
http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

**Americans with Disabilities Act of 1990, as amended**
http://www.ada.gov/pubs/ada.htm

***An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities***, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)
http://www.ncef.org/pubs/evacuating_special_needs.pdf

**California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster (***May 2000)
http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF

**Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide***
http://www.cdihp.org/evacuation/toc.html

**Disability Preparedness Resource Center, *Personal Preparedness Planning***
http://www.disabilitypreparedness.gov/ppp/index.htm

**Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs***
http://www.fema.gov/pdf/library/pfd_all.pdf

**Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness,*** Volume 69, No. 142 (July 26, 2004)
http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

**National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs***
http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

**National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities***
http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf

***Nobody Left Behind,* Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities** (March 2007)
http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

***Talking to Children with Special Needs About Tragedy***

http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html

**U.S. Department of Education, ERCM Express*, Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning*** (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

# APPENDIX F
# Acronyms

| | |
|---|---|
| **ADA** | Americans with Disabilities Act (1990) |
| **AFN** | Acute and Functional Needs |
| **ASC** | Advisory Steering Committee |
| **CDE** | California Department of Education |
| **ED** | Emotionally Disturbed |
| **FAPE** | Free and Appropriate Public Education |
| **FERPA** | Family Education Rights and Privacy Act |
| **HI** | Hearing impairment |
| **IDEA** | Individuals with Disabilities Education Act |
| **IEP** | Individual Education Program |
| **ISHP** | Individualized School Healthcare Plan |
| **ITP** | Individual Transition Plan |
| **LRE** | Least Restrictive Environment |
| **NSH** | Not severely handicapped |
| **OSEP** | Office of Special Education Programs |
| **RSP** | Resource Specialist Program |
| **SDC** | Special Day Class |
| **SELPA** | Special Education Local Plan Area |
| **SH** | Severely Handicapped |
| **SLD** | Specific Learning Disability |
| **SLI** | Speech/Language Impairment |
| **TBI** | Traumatic Brain Injury |
| **VI** | Visually Impaired |